

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS**  
**UNDER THE**

**84.282M CSP Grants for Replication and Expansion**

**CFDA # 84.282M**

**PR/Award # U282M110035**

**Grants.gov Tracking#: GRANT10945779**

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/11/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="DC Preparatory Academy"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="02-0550253"/>	* c. Organizational DUNS: <input type="text" value="1880649550000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="707 Edgewood Street, NE"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Washington"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="DC: District of Columbia"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="20017-3341"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name:	<input type="text" value="Elizabeth"/>
Middle Name:	<input type="text"/>	
* Last Name:	<input type="text" value="Jeppson"/>	
Suffix:	<input type="text"/>	
Title:	<input type="text"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="202-635-4590, x. 228"/>	Fax Number: <input type="text" value="202-635-4591"/>	
* Email: <input type="text" value="ijeppson@dcprep.org"/>		

**Application for Federal Assistance SF-424****\* 9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:****11. Catalog of Federal Domestic Assistance Number:**

CFDA Title:

**\* 12. Funding Opportunity Number:**

\* Title:

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):****\* 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
<b>16. Congressional Districts Of:</b>	
* a. Applicant	DC-a11
b. Program/Project	DC-a11
Attach an additional list of Program/Project Congressional Districts if needed.	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date:	10/01/2011
* b. End Date:	09/30/2016
<b>18. Estimated Funding (\$):</b>	
* a. Federal	3,010,091.68
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,010,091.68
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix:	
* First Name:	Emily
Middle Name:	
* Last Name:	Lawson
Suffix:	
* Title:	Founder and CEO
* Telephone Number:	202-635-4590, x. 230
Fax Number:	202-635-4591
* Email:	elawson@dcprep.org
* Signature of Authorized Representative:	Elizabeth Jeppson
* Date Signed:	08/11/2011

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

DC Preparatory Academy

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	224,550.00	495,050.00	382,466.67	680,466.67	608,300.00	2,390,833.34
2. Fringe Benefits	42,664.50	94,059.50	72,668.67	129,288.67	115,577.00	454,258.34
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	15,000.00	20,000.00	20,000.00	25,000.00	80,000.00
6. Contractual	0.00	0.00	15,000.00	15,000.00	15,000.00	45,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	7,500.00	10,000.00	10,000.00	12,500.00	40,000.00
9. Total Direct Costs (lines 1-8)	267,214.50	611,609.50	500,135.34	854,755.34	776,377.00	3,010,091.68
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	267,214.50	611,609.50	500,135.34	854,755.34	776,377.00	3,010,091.68

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <p>DC Preparatory Academy</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Elizabeth Jeppson	Founder and CEO
* APPLICANT ORGANIZATION	* DATE SUBMITTED
DC Preparatory Academy	08/11/2011

Standard Form 424B (Rev. 7-97) Back

**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

**CERTIFICATION REGARDING LOBBYING**

## Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
DC Preparatory Academy	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Emily Middle Name:
* Last Name: Lawson	Suffix:
* Title: Founder and CEO	
* SIGNATURE: Elizabeth Jeppson	* DATE: 08/11/2011

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

**Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

**You may now Close the Form**

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

DC Prep  
707 Edgewood Street, NE  
Washington, DC 20017

Project Director: Emily Lawson  
202-635-4590  
[elawson@dcprep.org](mailto:elawson@dcprep.org)

DC Prep is a CMO committed to bridging the education divide in the nation's capital by increasing the number of students from low-income communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep was founded in 2003 and now operates three schools, enrolling more than 1,000 students in preschool – 8<sup>th</sup> grade. Ninety-eight percent of students are African-American; over 80% are low-income.

DC Prep has demonstrated uncommon success and its students are far outpacing their peers in regular public schools. In 2011, for the second consecutive year, DC Prep had the highest-performing middle school in Washington for low-income students.

Over the next five years DC Prep will grow to seven schools and at capacity serve more than 2,500 preschool – 8<sup>th</sup> grade students in Wards 5, 7, and 8, areas of Washington with the highest-concentrations of low-income families and the fewest educational options. DC Prep seeks \$3.0M from the Charter Schools Program for Replication and Expansion to support this growth over the next five years. Specifically we seek funding:

- to ensure that each Founding School Leader and her/his team have the requisite skills, experience, and support to successfully launch and operate a high-performing school;
- to recruit, develop, and support a cadre of outstanding school leaders and teachers able to implement the DC Prep Educational Model with fidelity and success; and
- to implement effective outreach strategies to familiarize parents and students in neighborhoods identified for expansion, about DC Prep and its results for students.

DC Prep is committed to the successful launch of four new campuses and to achieving results at each new school that are comparable to the outcomes for students at DC Prep's existing campuses.



**Project Narrative File(s)**

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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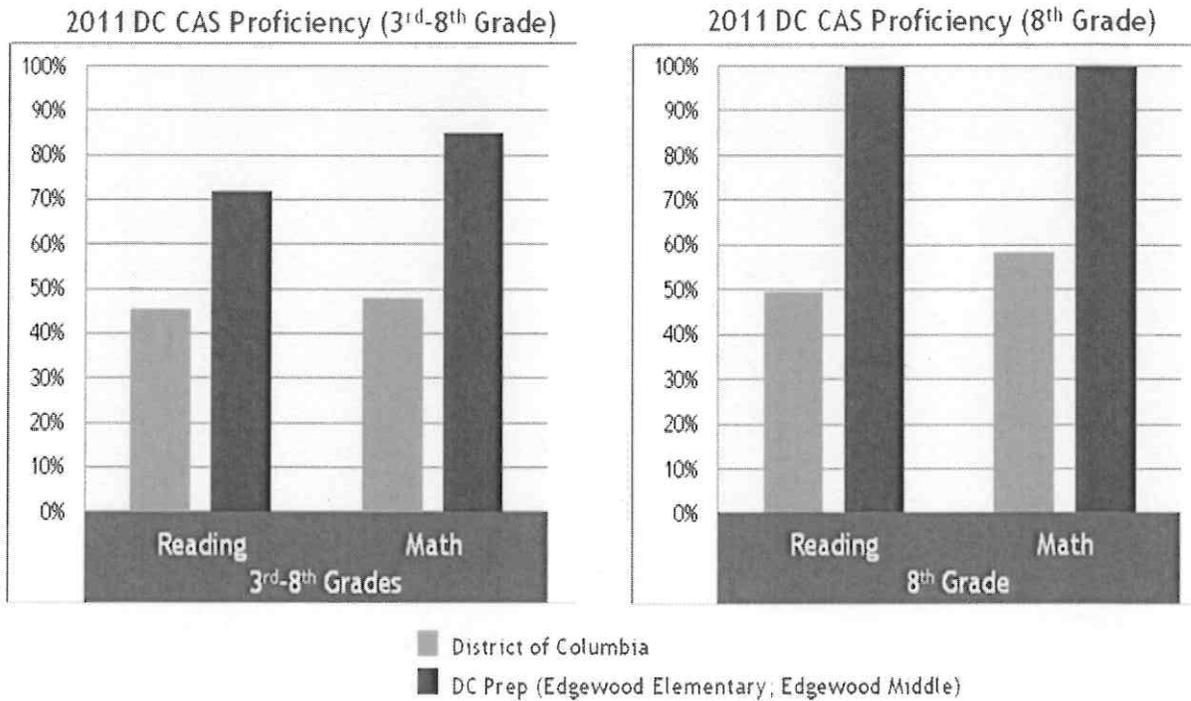
## INTRODUCTION

DC Prep is a Charter Management Organization (CMO) committed to bridging the education divide in the nation's capital by increasing the number of students from low-income communities with the academic preparation and personal character to succeed in competitive high schools and colleges. We are accomplishing this mission by:

- creating excellent schools in under-served communities;
- providing an outstanding education that emphasizes rigorous academics and character development; and,
- ensuring that our graduates have the knowledge, skills, and attitudes necessary to compete in top-tier high schools, college, and adult life.

DC Prep currently operates three schools — Edgewood Middle Campus (opened in 2003), Edgewood Elementary Campus (opened in 2007), and Benning Elementary Campus (opened in 2008) — and enrolls more than 1,000 students in preschool – 8<sup>th</sup> grade. Ninety-eight percent of DC Prep students are African-American and 2% are Hispanic; over 80% live in poverty, as measured by eligibility for free/reduced price meals.

DC Prep students have demonstrated outstanding academic achievement. And, as shown on the chart on the following page, are dramatically outperforming their peers across the city.

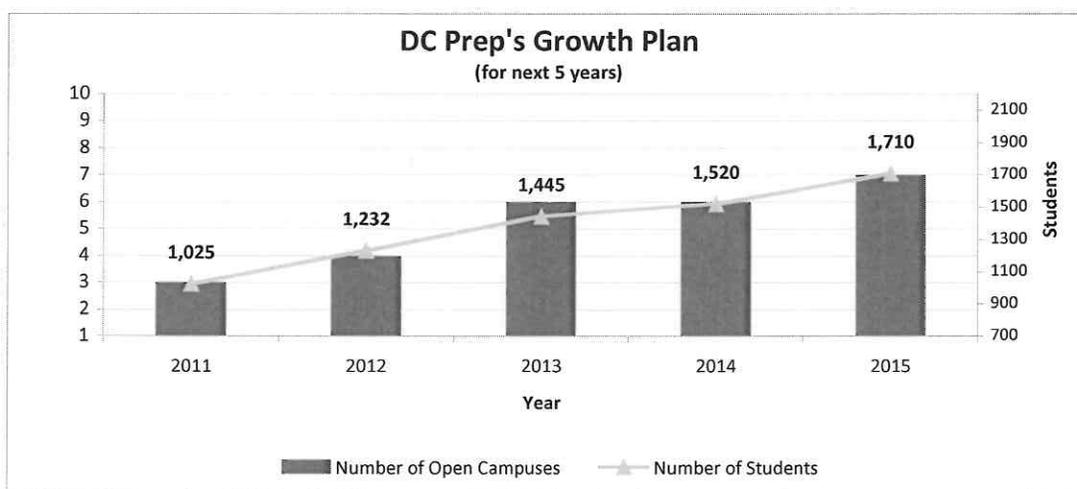


In addition, every DC Prep 8th grade graduate (n =165) has been accepted by a college-prep high school, with the majority offered admission to selective schools including Phillips Academy Andover, Bullis School, DeMatha Catholic High School, Field School, Georgetown Visitation, St. Alban's, Sidwell Friends, Woodberry Forest, Banneker Academic High School, and School Without Walls. In June 2011, 95% of DC Prep's Class of 2007 (the first graduating class) earned their high school diplomas (a rate more than double that of DC Public Schools), and in the fall more than 80% of these alumni will matriculate to college. DC Prep's ultimate goal is for 50% of our alumni to graduate from college — achieving a college graduation rate five times greater than that of their peers in DC.



Over the next five years DC Prep will add four additional campuses to its existing three. At capacity, these seven schools will serve more than 2,500 preschool – 8<sup>th</sup> grade students<sup>1</sup> in Wards 5, 7, & 8, areas of Washington with the highest-concentrations of low-income families and the fewest educational options.

The chart below presents DC Prep's timeline for growth and the number of preschool – 8<sup>th</sup> grade students who will be enrolled each year.



DC Prep seeks \$3M from the Charter Schools Program for Replication and Expansion to support this growth over the next five years. Specifically we seek funding:

- to ensure that each Founding School Leader and her/his team have the requisite skills, experience, and support to successfully launch and operate a high-performing school;
- to recruit, develop, and support a cadre of outstanding school leaders and teachers able to implement the DC Prep Educational Model with fidelity and success; and

<sup>1</sup> Funding sought through this grant application will support DC Prep's work with students in K-8<sup>th</sup> grade. We reference the full number of students in our schools, including preschool and pre-k, to provide context and explain our school model. When DC Prep's first seven campuses are at scale we will enroll more than 1,800 students in K-8<sup>th</sup> grade.



- 
- to create and implement effective outreach strategies to familiarize parents and students in neighborhoods identified for expansion, about DC Prep's school model and its results for students.

Funding from the Charter School Program will enable DC Prep to significantly expand the number of seats in academically rigorous preschool-8<sup>th</sup> grade programs in Washington's highest-need areas, and dramatically increase the number of low-income students who are prepared to enroll in rigorous college-preparatory high schools and go on to earn a college degree.



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## HISTORY & RESULTS

There is a tremendous need in Washington for schools that work. In spite of one of the highest per-student education expenditures in the nation, test results for low-income African-American students in DC are among the lowest. Consider the following:

- According to the 2009 National Assessment of Educational Progress, 19% of 4<sup>th</sup> graders in the US do not have basic Math skills. In DC, that number is 44%. On the Reading test, 34% of students nationwide scored “below basic”, while 56% of DC Public School students did.
- By 8<sup>th</sup> grade, things get worse. Only 14% of DC public school students are reading at grade level — the lowest proficiency of any students in the country.
- High school and college matriculation rates tell a similar story. Currently, only 43% of students who enter DCPS in the 9<sup>th</sup> grade graduate from high school and only 9% graduate from college.
- In Wards 7 and 8, DC’s poorest areas, the outcomes are even more deplorable, with only one student in three finishing high school, and only one in 20 graduating from college.

These statistics tell a heart-breaking story. Children growing up in low-income neighborhoods in Washington are being denied the chance for a bright and successful future. DC Prep was created to address this public shame.

Founded in 2003, DC Prep was the dream of a diverse and dedicated group of citizens who care deeply about Washington and are committed to bridging the education divide in the nation’s capital. Their goal: *to increase the number of students from low-income communities with the academic preparation and personal character to succeed in competitive, rigorous high schools*

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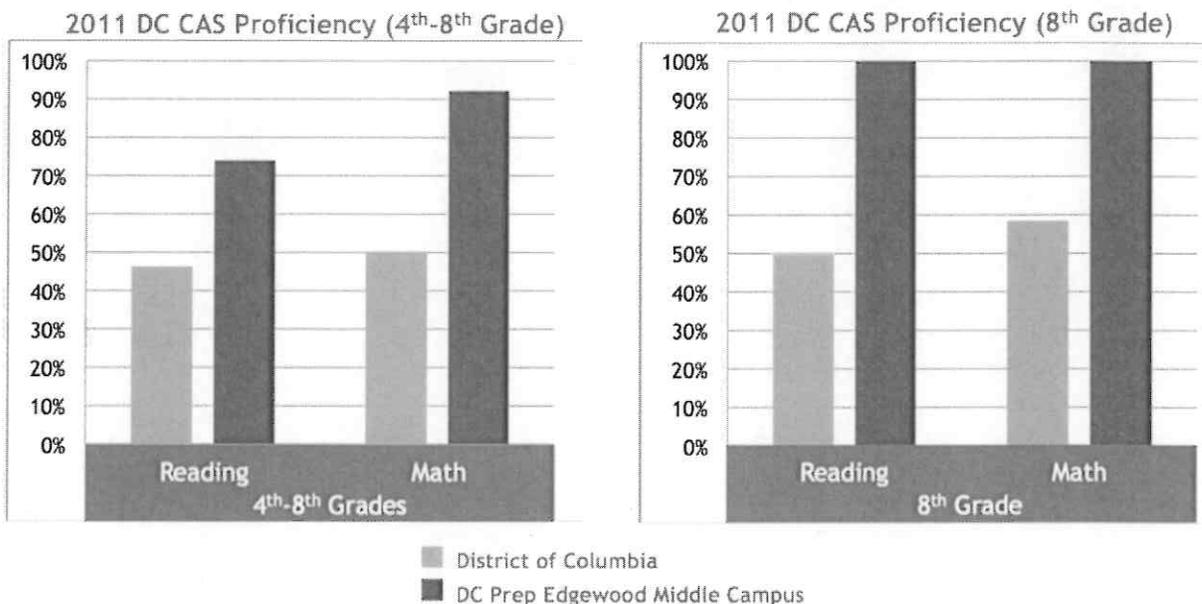


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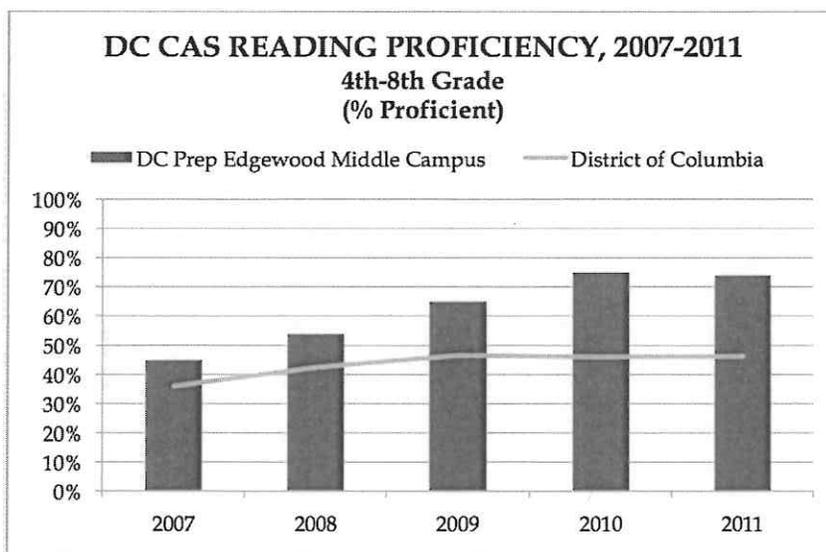
*and colleges.* From the outset, they sought to bring the lessons learned by high-performing charter schools nationally to bear on the tremendous need in Washington, as well as to create an effective organization capable of opening and running high-quality schools on a large scale in DC.

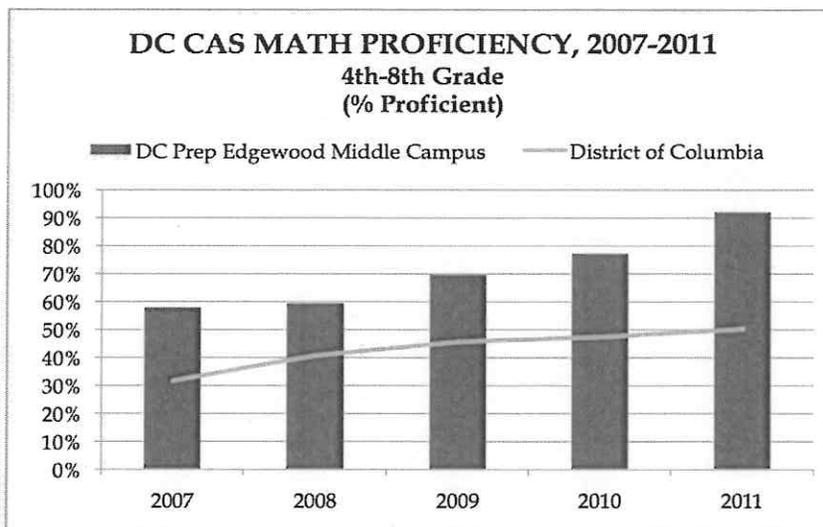
The initial step was the creation of the DC Prep **Edgewood Middle Campus (EMC)**. This first campus, located in the poorest census tract west of the Anacostia River, was established as an extended middle school — beginning with 100 students in grades 4 and 5 and adding a grade each year through 8<sup>th</sup> grade. Today the Edgewood Middle Campus enrolls 260 students in 4<sup>th</sup> – 8<sup>th</sup> grade and has graduated five classes of 8<sup>th</sup> graders. One hundred percent of EMC students are minority; over 80% are low income.

Over the last eight years, the Edgewood Middle Campus has consistently achieved outstanding results for students. On the 2011 DC-CAS, 100% of DC Prep's 8<sup>th</sup> graders were proficient or advanced in both Reading and Math, while schoolwide 92% of students (4<sup>th</sup>- 8<sup>th</sup>) scored proficient or advanced in Math, and 74% achieved those levels in Reading. As shown on the chart that follows, students at DC Prep are far outpacing their peers in regular public and charter schools.



These results are even more compelling when one compares the rate of DC Prep’s students’ growth in Reading and Math over time with that of their peers in other public schools.



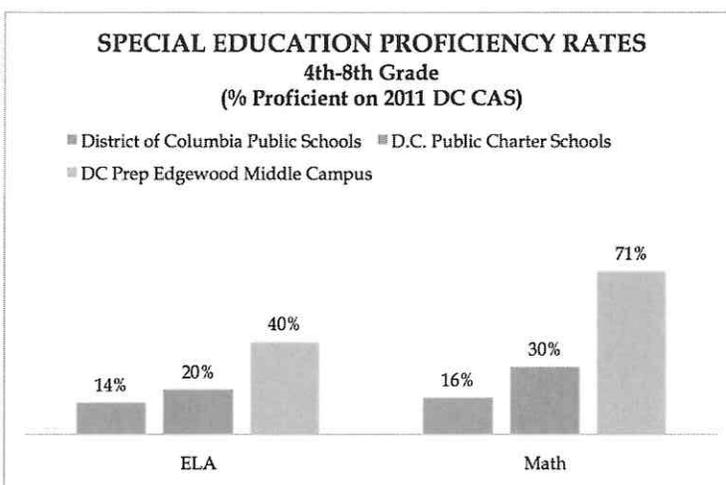
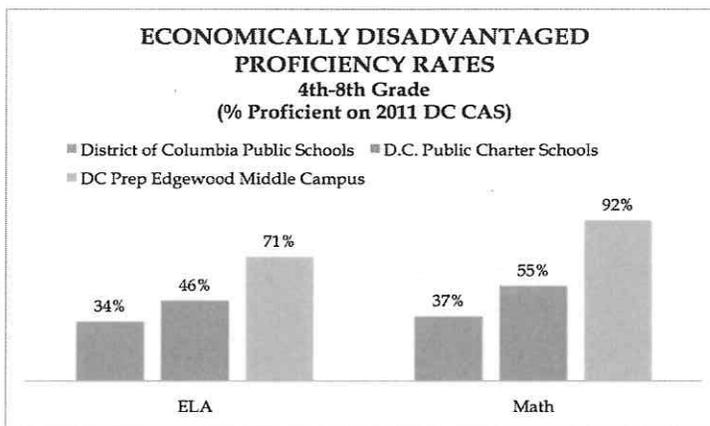
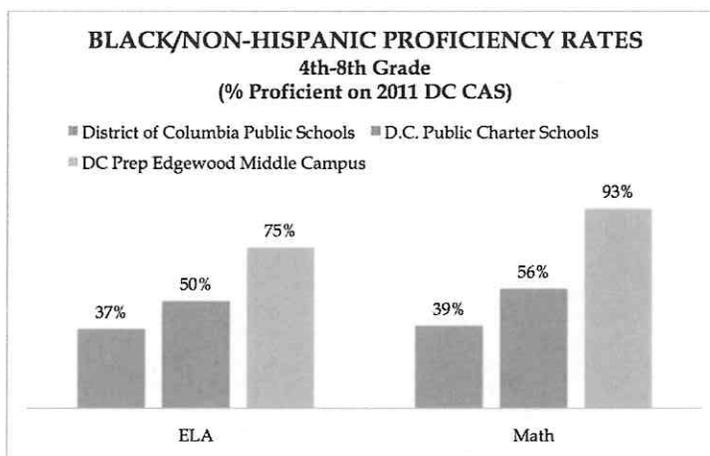


In addition, in 2011, based on the results of the DC-CAS, DC Prep's Edgewood Middle Campus was the top performing charter middle school in Washington (including charters serving middle and upper income students) and, for the second consecutive year, the highest-performing middle school citywide for low-income students (in both charter and regular public school).

The charts on the next page present comparative results for students at DC Prep's Edgewood Middle Campus, DC Public Charter Schools, and DC Public Schools in the following NCLB subgroups: Black/Non-Hispanic, Economically Disadvantaged, and Special Education. The middle campus does not have a group of English Language Learners that is large enough to track for NCLB purposes.



**SUBGROUP COMPARISONS: DC PREP, DC CHARTER, AND DCPS STUDENTS**





**High School Placement.** An even more important metric of our students' academic achievement — and consonant with our goal to send our graduates onto outstanding secondary schools where they will stay on track for college — is our high school acceptance record. All 165 students in DC Prep's first five graduating classes have been accepted by a college-prep high school, with 60% offered admission to selective independent, parochial, and public magnet schools, and awarded more than \$2.2 million in scholarship support. The high schools to which DC Prep students have been accepted are presented in the box to the right.

**College Matriculation.** In June 2011, DC Prep's first 8<sup>th</sup> grade graduates (the Class of 2007) earned their high school diplomas. Over 95% of our alumni completed high school (more than double the rate for DCPS) and in the fall, over 80% will matriculate to college. We target for at least 50% of these students will earn a college degree, more than five-times the college graduation rate of their peers who attended regular DC public schools, and more than double the national average for low-income students. A complete list of DC Prep alumni's college acceptances is included in the Appendix.

#### HIGH SCHOOL ACCEPTANCES

Phillips Academy Andover (MA)  
 Archbishop Carroll  
 Benjamin Banneker  
 Bishop McNamara  
 Bullis School  
 Edmund Burke  
 Capital City PCS  
 Christchurch School (VA)  
 DeMatha Catholic High School  
 Don Bosco Cristo Rey  
 Duke Ellington School for the Arts  
 E.L. Haynes PCS  
 Elizabeth Seton High School  
 Field School  
 Foxcroft  
 Georgetown Visitation  
 Hebron Academy (ME)  
 Holton-Arms School  
 Kent's Hill School (ME)  
 KIPP College Prep  
 Landon School  
 McKinley Tech  
 Mercersburg Academy (PA)  
 Oldfields School (MD)  
 Potomac School  
 Proctor Academy (NH)  
 School Without Walls  
 St. Albans School  
 St. James (MD))  
 St. Margaret's (VA)  
 Sidwell Friends School  
 Solebury School (PA)  
 Stone Ridge School  
 Strath Haven (PA)  
 Stuart Hall School (VA)  
 Thurgood Marshall PCS  
 Washington Math Science Tech PCS  
 Washington Latin PCS  
 Webb School (TN)  
 Western Reserve Academy (OH)  
 White Mountain School (NH)  
 Woodberry Forest (VA)

**Community Recognition.** The Edgewood Middle Campus has been repeatedly recognized as an outstanding school. In 2005, the campus received the Chair's Award for Excellence from the DC Public Charter School Board, an award given to only three of 41 charter schools for meeting



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the Board's highest standards in all areas. That same year, DC Prep received a High Performing School Incentive Award from the Mayor's office for outstanding student academic achievement and the school's overall performance, and was named one of Washington's "best small charities" by the Catalogue for Philanthropy. In 2010, the EMC was again honored for its results for students with an EPIC award from New Leaders for New Schools. EPIC awards, which compare charter school achievement gains across 20 states as well as DC, are given in recognition of excellent student growth on the annual state achievement test. DC Prep's Edgewood Middle Campus was one of only 22 schools selected from a field of 180 top-performing charter schools to win the award. And in 2011, the campus received the Champion of Quality Award from Fight for Children, a prestigious award that honors the middle school's academic achievement and its use of data to drive instruction. Over the next year, DC Prep will also be the focus of a Fight for Children case study and will participate in round table discussions with other DC educators to share best practices across the district.

### ***Increasing our Impact: DC Prep's Elementary Expansion***

In 2007, DC Prep's Board of Directors recognized that while our middle school students were making exceptional gains, we could accomplish even greater and more long-lasting outcomes by expanding our school model. Experience had shown that many entering 4<sup>th</sup> and 5<sup>th</sup> grade students — even those who scored at grade-level on multiple-choice reading and math tests — often lacked more nuanced skills in comprehension and critical thinking, as well as competency in writing, social studies and science. In order to maximize the impact that DC Prep could have on student achievement, the Board decided to extend the model "downward" to reach students in the early childhood and elementary years.



For decades, policy makers, education leaders, and the public have recognized the efficacy of high-quality early childhood education, especially for children growing up in low-income households. Indeed, research has shown that a significant portion of the achievement gap can be attributed to differences in school readiness. According to one recent study, the vocabularies of middle-class children are already more than double the size of those of low-income children by age three.<sup>2</sup> By first grade, the average middle-class child has spent more than 1,000 hours reading with picture books. In comparison, their low-income peers have averaged just 25 hours of reading. In a separate study, researchers found that by the end of preschool, children from low-income families can score up to one standard deviation below national norms on measures of literacy and early mathematics.<sup>3</sup> And some researchers have suggested that as much as half of the academic achievement gap in high school can be attributed to gaps that had already existed when children first entered Kindergarten.<sup>4</sup> All of this research makes clear that high-quality preschool and pre-kindergarten education is a critical component to any plan aimed at eliminating the achievement gap.

Even with early childhood programs, however, the social and cognitive gains achieved by children often fade away as students move into elementary school. But new research is demonstrating that this does not need to happen. Studies show that in schools with coherent, integrated preschool and elementary components, children continue to make academic and social

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<sup>2</sup> Hart, B. and Risley, T. (1995). *Meaningful Differences in the Everyday Lives of Young American Children*, Paul H. Brookes Publishing Co.

<sup>3</sup> Lee, V. and Burkham, D. (2002). *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*. Washington, DC: Economic Policy Institute.

<sup>4</sup> Jencks, C. and Philips, M. (1998). *The Black-White Test Score Gap*. Washington, DC: Brookings Institution Press



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gains over time<sup>5</sup>. While still rare, these pre-K — 3<sup>rd</sup> grade schools hold great promise for ameliorating the achievement gap in under-served communities. And when linked to a strong middle school such as DC Prep's, they can ensure that students graduate from the 8<sup>th</sup> grade with the requisite academic and social skills for success in high-quality, college-preparatory high schools and beyond.

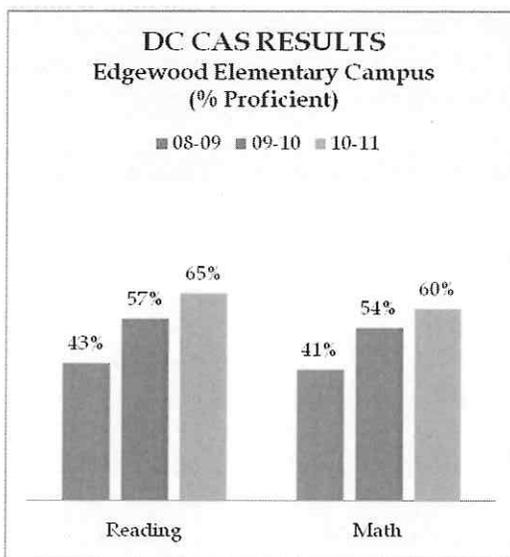
DC Prep's **Edgewood Elementary Campus** opened in 2007 with 400 students, three-year olds — 3<sup>rd</sup> graders, just across the street from the middle school. A second elementary campus, **DC Prep Benning Elementary**, was launched in August 2008 in Ward 7<sup>6</sup>. The school opened with 140 preschool and pre-kindergarten students, is "growing up" a grade each year through 3<sup>rd</sup> grade, and will ultimately link with a middle campus. Going forward, all new DC Prep campuses will follow this growth model. By beginning with three and four year olds, creating a strong school culture from the earliest years, and working closely with parents, we believe we can ensure that students will enter kindergarten on grade level with solid foundational academic and social skills.

*Elementary Campus Results.* DC Prep's **Edgewood Elementary Campus** is demonstrating strong progress in student achievement. Three years of DC-CAS results for 3<sup>rd</sup> graders show steady gains in both Reading and Math, with the 2011 results placing the Edgewood Elementary Campus in the top ten highest-performing charter elementary schools in DC (DC Prep Edgewood Elementary was #6 in Reading, #8 in Math).

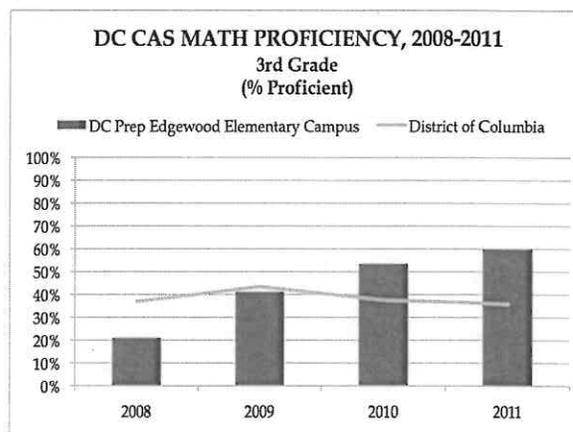
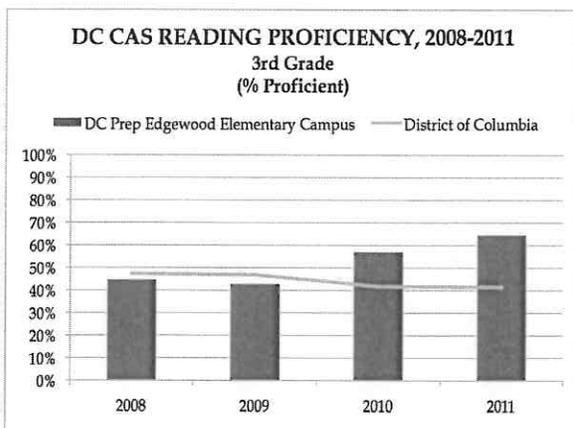
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<sup>5</sup> Bill Graves, in *PK-3: What is it and how do we know it works?* Foundation for Child Development, 2006.

<sup>6</sup> Students at both elementary campuses are 100% minority and 80% are low income.

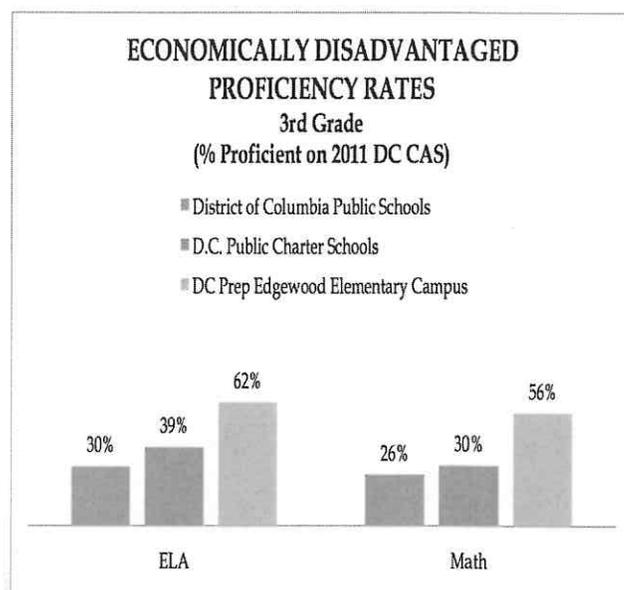
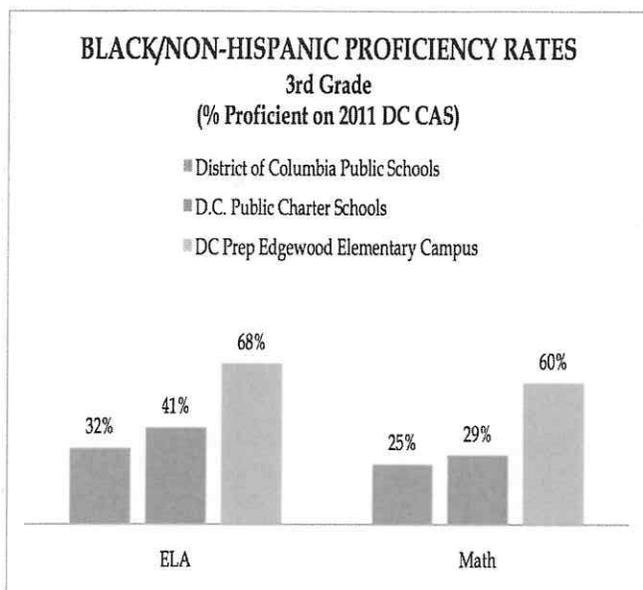


The steady increase in proficiency levels at the Edgewood Elementary Campus in both Reading and Math is especially positive when compared with the declining proficiency of their peers in other public schools in Washington.





Just as at the middle campus, DC Prep students in the Black/Non-Hispanic and Economically Disadvantaged Subgroups are significantly outpacing their peers in regular public and charter schools. The elementary campus does not have a large enough subgroup of students with special education needs or English language learners to track for NCLB purposes.



Data on student achievement in non-DC-CAS tested grades (K-2<sup>nd</sup>), and using other assessments (DIBELS and NWEA) show positive growth at both the Edgewood and Benning Campuses. On end-of-the-year reading assessments 86% of K-2<sup>nd</sup> grade students at Edgewood and 81% of the same age group at Benning were performing at grade level. And over the course of the 2010-11 school year, DC Prep's elementary students at both campuses made significant gains in Math, with students at the Edgewood and Benning Campuses achieving 111% and 122% of typically-expected growth respectively.

While outside the scope of this application, data from DC Prep's Early Childhood Program at both the Edgewood and Benning Campuses also demonstrate very strong pre-literacy and pre-



numeracy foundations for our youngest students, and provide evidence of the importance of the early childhood years in establishing academic basics. A comparison of beginning-of-the-year reading readiness for students entering Kindergarten in September 2010, showed that 87% of students who had participated in the Edgewood Elementary's early childhood program were on grade level, while only 60% of students who were new to DC Prep achieved those levels. Results were similar at the Benning Elementary Campus where 81% of students who were enrolled at DC Prep during the early childhood years entered Kindergarten on grade level compared to only 58% of students who were new to DC Prep.

#### ***Additional School Data***

DC Prep's attendance and re-enrollment rates for the last three years are presented below. Our strong attendance rates are evidence of the effort that each school team puts into conveying the importance of daily attendance to families. Of particular note is the rise in early childhood attendance over the last three years as DC Prep's leaders have become more effective in communicating to parents the educational purpose of our preschool and pre-k program.

<b>NCLB Attendance Rates</b>			
<b>Campus</b>	<b>SY08-09</b>	<b>SY09-10</b>	<b>SY10-11</b>
<b>EMC (4th-8th)</b>	<b>93.4%</b>	<b>95.7%</b>	<b>96.8%</b>
<b>EEC (K-3rd)</b>	<b>94.6%</b>	<b>94.1%</b>	<b>94.0%</b>
EEC (PS-PK)	90.7%	91.8%	92.0%
<b>BEC (K-1st)</b>	<b>--</b>	<b>91.7%</b>	<b>95.3%</b>
BEC (PS-PK)	90.2%	90.5%	93.8%



NCLB Attendance Rates by Subgroup (K-8)				
Subgroup	Year	EMC	EEC	BEC
Black/Non-Hispanic	SY08-09	93.3%	94.6%	--
	SY09-10	95.7%	94.1%	91.7%
	SY10-11	96.7%	94.0%	95.3%
Special Education	SY08-09	91.5%	92.6%	--
	SY09-10	95.8%	92.1%	90.2%
	SY10-11	95.2%	93.4%	97.0%
Economically Disadvantaged	SY08-09	93.1%	94.5%	--
	SY09-10	95.3%	93.7%	91.0%
	SY10-11	96.6%	94.2%	94.9%

Reenrollment Rates at DC Prep			
Reenrollment Year	BEC	EEC	EMC
Fall '07 to Fall '08	--	84%	84%
Fall '08 to Fall '09	71%	75%	71%
Fall '09 to Fall '10	77%	83%	81%

Fall '09 to Fall '10 Reenrollment Rates by Subgroup			
Subgroup	BEC	EEC	EMC
Black/Non-Hispanic	77%	82%	80%
Special Education <sup>7</sup>	75%	57%	81%
Economically Disadvantaged	76%	81%	80%

**Parent Satisfaction.** Finally, parents at all campuses give DC Prep high marks. Year in and year out, when asked how they would describe DC Prep to other parents 1 (A Very Poor School) to 5 (An Excellent School), 93% of parents rank DC Prep as either *Excellent* or *Good*. In evaluating DC Prep's faculty, 97% of parents say that DC Prep's teachers think "having their child learn" is either very important (5) or important (4). And 92% of parents assert that since coming to DC Prep their "child thinks doing well in school" is either 5 (very important) or 4 (important).

<sup>7</sup> The EEC only had 14 special education students in 2009 who were eligible to reenroll.



## THE DC PREP WAY: OUR EDUCATIONAL MODEL

The twin elements that have distinguished DC Prep since its inception — rigorous academics and character education — will continue to guide the organization as we expand to new campuses.

As we grow — bringing on new school leaders, faculty, and staff — we are committed to

honoring and remaining true to DC Prep’s

unique culture and to the components of

our Educational Model that have been

continuously refined over the last eight

years, resulting in ever-increasing levels

of student achievement. To that end, we

have developed a detailed and explicit

description of the core principles and

practices that are common across all

campuses and determined how each

element of the educational plan translates into action at each academic division (early childhood,

elementary, and middle). Through articulation of *The DC Prep Way* we have established a shared

vocabulary, enabled an aligned-set of campus-specific goals, and allowed greater clarity on how

to achieve DC Prep’s mission as we expand to new schools. Most recently we have developed and

are refining *The DC Prep Way Walkthrough*, a concise expression of the easily-observable

elements that we consider fundamental to DC Prep. The goal is for every DC Prep employee to

### The DC Prep Way: A Snapshot

DC Prep schools are positive, purposeful places that reflect respect for the students and teachers who learn and work there. Pride, energy, and a shared sense of mission are palpable, with every member of the school community committed to our students’ success. In the hallways, students walk quietly in lines, requiring little redirection. Classrooms are lively, engaging places where students are challenged and inspired. Teachers are focused and dedicated, determined to provide the best for their students and to continuously improve their craft. Students are greeted upon their arrival every morning, and upon entering their classrooms. In turn, visitors are warmly welcomed. Each classroom has a student greeter who greets visitors with a firm handshake, good eye contact, and a “Loud and Proud” greeting. Additional information about the routines and practices that distinguish DC Prep are presented in the Appendix.



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know this rubric, and the standards it represents. Copies of *The DC Prep Way Walkthroughs* for both the elementary and middle campuses are included in the Appendix.

In addition, components of *The DC Prep Way*, including the organizational values, a statement of beliefs that flow from the values, and a list of cultural practices that are common across campuses are also included in the Appendix. A summary of our Educational Model, the major component of *The DC Prep Way*, is presented below.

### ***The Educational Model: Academics and Character***

**ACADEMICS:** DC Prep's academic program reflects the practices that are associated with high-performing urban schools throughout the country: more time on task; standards-based instruction; rigorous curriculum; regular assessments and tailored interventions; and horizon-broadening activities.

**1) More Time on Task:** *DC Prep students spend approximately 25% more time in school than other DC public school students.*

- All campuses open at 7:30 for breakfast.
- Elementary campus students attend school from 8:00 AM – 4:00 PM with optional after-care until 6:00 PM.
- At the middle campus, all 4th graders, new 5<sup>th</sup> and 6<sup>th</sup> graders, and students receiving tutoring through **Prep Hour** attend school from 8:00 AM – 5:00 PM. All other middle school students are in school from 8:00 AM – 4:00 PM.
- Students are assigned nightly homework.



- Teachers are on call every evening until 8:00 PM to assist students with homework questions and challenges.

**2) Standards-Based Instruction:** *DC Prep uses DC's high-quality standards as the centerpiece of its instruction.*

- Curriculum maps aligned with DC standards guide instruction at the middle school.
- Elementary campuses use DC standards as a base and have expanded upon them and enhanced the preschool standards significantly.
- As the city transitions to the Common Core Standards, DC Prep will be reworking curriculum maps to ensure they are aligned with the scope and sequence of the new standards.

**3) Rigorous Curriculum:** *DC Prep is creating its own curriculum for all grades, using Common Core standards as the foundation and drawing on proven resources and approaches.*

- The ELA program uses a balanced literacy approach — Reader's Workshop for students in K – 3, and Reader's and Writer's Workshop for students at the middle campus. Reading Mastery is used at the elementary campuses to develop students' phonics skills.
- In Math, elementary teachers draw from Go Math, Envisions Math, TAI and Everyday Math to plan and present lessons. Saxon Math and Connected Math are consulted at the middle school.



**4) Continuous Assessment:** *Regular monitoring of student progress ensures an academic program that is targeted and appropriate for every child. DC Prep uses a range of assessment tools, selected for their validity and their developmental appropriateness<sup>8</sup>.*

- STEP, a developmental literacy assessment, instructional tool, and data management system is used with students in pre-kindergarten through 3<sup>rd</sup> grade.
- Students in 2<sup>nd</sup>-8<sup>th</sup> grade are assessed four times annually in Reading and Math using interim assessments from the Achievement Network.
- Post-interim student data conferences enable teachers to explore each student's progress toward mastery of grade-level content and to design "re-teaching" strategies as appropriate.
- All new middle school students and those below grade level are tested at least twice yearly using the Fountas and Pinnell assessment to determine their current reading level and inform targeted instruction.
- Weekly professional development sessions led by DC Prep's instructional leaders provide forums for modeling best practices, analyzing data, reviewing student work and tailoring instructional practice to address areas of need.
- The annual DC-CAS is an important gauge of progress for students in 3rd-8th grade. In addition, DC-CAS scores are a key determinant for a student's high school options.

**5) Targeted Intervention:** *DC Prep provides a program of intensive academic support for students who enter school significantly below grade level or who have special learning needs.*

<sup>8</sup> Information about curriculum and assessments used exclusively for preschool and pre-k is not included.



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- An individualized academic intervention program is designed to ensure that every student is being taught at the appropriate level.
  - Read Naturally, Wilson Reading and Waterford Early Learning are used to support students who are significantly below grade level in reading.
  - The Instructional Coaches (all campuses) and the Director of Academic Support (middle campus only) provide additional services and support to students and assist teachers with designing effective approaches for all learners.
  - An integral part of DC Prep's mission is to promote integration of students with special needs in regular classrooms and activities.
  - In addition, special education teachers provide small group and individualized support in a resource setting to students requiring extra help or specific strategies to address their disabilities that cannot be provided in the general education classroom.
  - Students of all ages who need extra help also attend summer school sessions in July.

**6) Horizon-broadening Activities.** *Students are exposed to a broad range of cultural and athletic activities across the grades.*

- Elementary school students regularly participate in Art, Music, Physical Education and Spanish led by teachers specializing in these subjects.
- Junior Academy middle school students (4th, 5th, and 6th graders) also participate in Music, Art, and Physical Education classes. 4<sup>th</sup> graders will take Spanish beginning in the 2011-12 school year.



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**7) High School Placement and Alumni Support.** *Students are encouraged to strive for outstanding high schools and colleges from their earliest years.*

- Age appropriate content and activities encourage students and their parents to learn about future educational options and to set their sights high.
- All classrooms are named for top-tier high schools and colleges.
- In 7<sup>th</sup> grade, the high school admissions process intensifies. The Director of High School Placement provides guidance to students and families on school options, financial aid, standardized tests, and ultimately in 8<sup>th</sup> grade, the actual application.
- Once students enroll in high school, Alumni Support Counselors follow them closely to ensure they maintain their college-bound trajectory, and beginning in 11<sup>th</sup> grade, provide intensive college guidance to students.
- Feedback from and analysis of our alumni's high school experience informs changes and improvements in our middle school model.



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**AN EXAMPLE OF DC PREP'S EDUCATIONAL MODEL IN ACTION:****Continuous Assessment + Differentiated Instruction = Student Achievement**

DC Prep's *Data Dashboard* is a robust tool that consolidates student data gathered through our assessment processes and presents it in user-friendly ways to assist with instructional planning and monitoring of student progress. The Dashboard, which is produced weekly for each campus, includes information on students' academic progress on formative and summative assessments, character development, discipline record, attendance, and punctuality. Data is presented for individual students and can also be grouped by subgroup, class, and grade level. This information enables faculty to analyze student progress as well as their own instructional practice, group students by skill and subgroup, and understand the linkages between behavior and academics. Armed with this timely and actionable data, teachers are equipped to differentiate instruction, re-teach when necessary, and target intensive academic support to all students who may need it.

DC Prep's Edgewood Middle Camps has developed multiple forums that allow for differentiated instruction and intensive support — *Prep Sessions* and *Prep Hour*. During Prep Sessions, which meet twice daily (one Session focused on Math; the second on ELA), students are grouped -- and regrouped as appropriate -- into leveled small groups based upon interim assessment results, classroom performance, and teacher observations and recommendations. Students who meet and/or exceed grade level standards participate in academic enrichment activities, while those who have demonstrated deficits in ELA and in Math receive targeted intervention around their specific needs. Teachers use student assessment data to determine which standards have not been mastered and need to be re-taught and plan their Prep Session classes accordingly, making sure to re-teach the material in a new, different, and customized way. Prep Session's small, leveled groupings allow teachers to make optimal use of assessment data and deliver tailored instruction to ensure that all DC Prep students achieve mastery. Prep Hour, which includes time for homework help, takes place after school from 4pm to 5pm and provides another opportunity for students requiring academic intervention to receive individualized support.



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**CHARACTER EDUCATION.** DC Prep aims to create self-aware, reflective, and disciplined learners. Character education – both the articulation of the school's core values and the day-to-day demonstration of these values – is an essential component of DC Prep's approach. The program includes these key elements.

**1) School Motto:** *Students at each campus are guided by a student-friendly motto that captures the school's core values.*

- The elementary campuses have adopted DC PREP standing for Determined, Caring, Patient, Respectful, Engaging, and Proud.
- At the middle school it's "Do the RIGHT Thing", where RIGHT stands for Respectful, Intelligent, Genuine, Hard-working, and Team-oriented.

**2) Social Skills Development.** *Students participate in developmentally-appropriate programs that contribute to healthy social development, build strong study and work habits, and foster a positive learning community.*

- The elementary campuses use Project Class and Second Step to build students' social skills and help them develop strong relationships with peers and adults.
- Middle school students participate in Prep ED — DC Prep's customized version of a nationally-recognized character education program.

**3) Sweating the Small Stuff:** *A detailed set of expectations, a strong incentive system, and a clear and transparent Code of Character are communicated to all students and family members.*

- We pay close attention to the smallest details of student behavior including attendance, punctuality, and homework completion.



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- An incentive system in which students earn – and lose – DC Prep "dollars" provides a concrete measure of student performance in the character arena.
  - Teachers are united in reinforcing the school values, the discipline policy, and the incentive system so that students receive clear and consistent messages about appropriate and productive behavior.
  - All students wear the DC Prep uniform.

**4) Community-Building:** *Creating a shared culture and sense of place helps to involve all students.*

- At the elementary campuses, regular award ceremonies recognize students who exemplify the DC Prep Way as well as achieve their academic goals.
- Each day at the middle school begins with a homeroom advisory meeting where faculty and students explore and reflect upon the school's core values and important academic and character data points.

**5) Leadership:** *Character development is nurtured and rewarded.*

- Students at the middle campus have opportunities to grow into leadership roles, with 7th and 8th graders eligible to apply for Prep Squad, DC Prep's service club.

**6) Parent Communication:** *We foster a home-school partnership and shared aspirations.*

- Every DC Prep Parent signs *The Parent Promise*, an explicit set of responsibilities for families in support of their child's school success and in support of DC Prep.



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- Middle school parents receive biweekly “bank statements” detailing students' behavior including attendance, punctuality, uniform, homework completion and positive participation in class. Elementary school parents receive such communications daily.
  - Family Literacy and Family Math nights occur several times each year.
  - Parents at all campuses are involved in planning social and educational activities that support the school and the parent community.

DC Prep’s model provides the blueprint for action at all campuses. It is not, however, a static document. The principles and practices described in the model have evolved over time and we will continue to deepen and refine them as we strive for ever-increasing levels of academic and personal success for our students.



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**AN EXAMPLE OF DC PREP'S CHARACTER EDUCATION PROGRAM IN ACTION**

Prep Ed, the character education program at DC Prep's Edgewood Middle Campus, aims to teach students a specific set of critical life skills, give them responsibility for monitoring themselves, and provide lots of incentives for living up to these expectations.

Prep Skills — 21 separate, observable behaviors that reflect DC Prep's mission and are linked to the school motto, Do the RIGHT Thing! — are the centerpiece of the middle school program. When first introduced in the 2007 school year, Prep Skills were taught as part of the Advisory period at the end of the day. Now they are taught as part of the daily academic lesson, aligned with the course content, and fully integrated into each teacher's daily lesson plans. For example, when students are working in their reading groups or preparing a joint project for the Science Fair, the teacher is also teaching the Prep Skill *Working Appropriately with Others*. Students can apply the skill immediately in a real life situation and it has great power.

Students keep real-time track of their own behavior with a Prep Note, a tally sheet on which they record their positive (and sometimes negative) demonstrations of Prep Skills each day. At the end of the day, they "total up" their points. Student tallies are then entered into a database, reported to teachers at weekly meetings, and sent home in the form of a bi-weekly "bank statement".

The Prep Ed system allows teachers to understand which Prep Skills are most challenging for which students and at which grade levels, and intervene quickly. For example, a spike in discipline around the Prep Skill *Expressing Feelings Appropriately* sparked a focus on that skill in the 5<sup>th</sup> grade — with more intentional teaching and a pizza party incentive. The kids were motivated, they practiced the skill, and it became a habit.

The Prep Ed system has had an immediate impact on academics as well as social skill development. Students learn positive behaviors that are immediately applicable in their lives.

Copies of the Prep Skills and the Prep Note are included in the Appendix.



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## DC PREP MANAGEMENT MODEL

Student learning is the primary focus of DC Prep, and all aspects of the organization exist to enable that outcome. DC Prep's Home Office staff — charged with the establishment, support, and ultimate oversight of DC Prep's campuses, as well as the overall health and stability of the organization — carry out their roles always mindful of the central purpose of DC Prep: terrific teaching and learning in every classroom.

A table showing all Home Office positions and their areas of responsibility is presented in the Appendix. Following are more in-depth descriptions of functions within the Home Office that have a direct impact on educational quality and campus growth.

**Academics.** Responsibility for the faithful implementation and continuous refinement of DC Prep's Educational Model lies with DC Prep's **Chief Academic Officer** and her team (the Director of Student Support, and the Director of Special Education) — all exceptional educators with significant campus-based experience at DC Prep before assuming their Home Office roles. They are charged with managing quality across the DC Prep campuses and work diligently to model, support, and hold accountable campus leadership teams to ensure that all students at DC Prep receive a high quality education<sup>9</sup>. The Academic Team also focuses on vertical alignment across campuses in both academics and character to ensure that the overall educational program is coherent, sequential, and developmentally appropriate. The CAO focuses primarily on the school Principals and works closely with them to conduct classroom observations, analyze data,

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<sup>9</sup> Should a serious academic or operational issue arise at any campus, the CAO will work closely with the Principal and CEO to implement and monitor a plan for improvement. In the Principal is not able to effectively implement the improvement plan he/she will be replaced. In the unlikely event that a new principal and substantial intervention by DC Prep's senior management are not able to remedy the problem the CEO and CAO would take action to close the campus.



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troubleshoot issues and challenges, and connect them to the resources required to achieve strong results at each campus. As a former DC Prep Principal, the CAO also plays a key role in identifying future school leaders and, with her deep understanding of the demands of the job, brings keen insights into the strengths and growth areas of each potential principal. The **Director of Student Support** and the **Director of Special Education** are charged respectively with ensuring that each campus's culture and practices reflect the values and expectations spelled out in the *DC Prep Way* and the Code of Character, and that students with special needs receive appropriate and effective academic support within a framework that is fully compliant with IDEA. Weekly campus-specific Data Dashboards, produced by DC Prep's **Assessment Associate**, summarize students' performance on academic assessments, as well their performance on character measures like attendance, punctuality and homework completion, provide school-based staff with timely and actionable data on student progress and instructional effectiveness and serve as an essential management tool for the Home Office Academic Team. *Looking ahead: As DC Prep grows, the Academic Team will expand to include a Director of Teacher Development who will work with the Instructional Coaches at each campus to accelerate and strengthen the faculty's ability to deliver high-quality, rigorous, and effective instruction.*

**Talent.** DC Prep's success depends on hiring and retaining high-quality individuals at all levels of the organization. Therefore, we have developed strategies and practices designed to attract and retain the very best urban educators. The **Chief Talent Officer** and her three-person talent team work year-round, using a thorough and thoughtful process, to recruit, interview, and select the most passionate and uncompromising educators — hiring, on average, less than 1% of applicants. In addition, while the average tenure of teachers in a charter school is 2-3 years, DC

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Prep aims to retain productive faculty for 4-6 years. By providing planning time, administrative support, purposeful professional development, a collegial environment, individualized instructional coaching, and some flexibility in scheduling we are working to retain our strongest teachers, and achieved an 86% retention rate of effective teachers in SY 2010-11. In addition, because DC Prep aims to identify and develop each new campus leader from within the organization, our school-staffing model provides a career ladder and multiple leadership training and development opportunities for high-performing teachers. *Looking ahead: In order to continue to attract the highest caliber of teachers for DC Prep's expanding schools, we will continue to grow the talent team, adding Talent Recruiters as needed to ensure a well-qualified pool of teacher candidates from which to draw.*

**Student Recruitment:** Charter schools in DC face unique challenges in their efforts to recruit new students. Currently, over 40% of public school children are enrolled in charter schools. While this signals that parents accept charter schools as a legitimate alternative to regular public schools, it also suggests that competition from other charters has made it increasingly difficult to attract families to new schools. DC Prep has successfully confronted this challenge through the development of a “high touch” student recruitment/enrollment process. Prospective parents have multiple opportunities to learn about DC Prep. Once a child has been offered a spot – either at the time of the lottery or in subsequent weeks and months — the **Enrollment Associate** maintains close contact with the family, ensuring updated contact information and promoting each family’s investment in DC Prep through participation in new family gatherings and school orientations for both students and parents. Going forward, with DC Prep’s intention to enroll only three- and four-year olds in the inaugural year of each elementary school, we anticipate that this challenge will

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lessen given the great demand for high-quality early childhood programs, especially those that enroll three-year olds. *Looking ahead: We anticipate adding a second Enrollment Associate to spearhead outreach and recruitment efforts as DC Prep expands into new areas of the city over the next five years.*

**Facilities.** In DC Prep's early years the real estate market in Washington presented challenges for charter schools looking for permanent homes. Excess DCPS building inventories were not available to charter schools and commercial real estate and the construction costs required to renovate such properties for school use were high. Using a combination of tax-exempt bonds, subordinated debt sources and privately-raised equity, DC Prep purchased its first two buildings, both former warehouses, in the Edgewood neighborhood of Northeast Washington. These buildings are now the sites of the Edgewood Middle and Elementary Campuses and DC Prep's Home Office.

Today, the facilities options in DC are much improved, including long-term lease arrangements that are cost effective and operationally efficient. Working through the Office of the State Superintendent (OSSE) and Building Hope, a charter school facilities organization, DC Prep was able to establish its third campus, DC Prep Benning Elementary, in a former DCPS building. DC Prep is currently working with Building Hope to transition the building from an incubator site for charter schools to DC Prep's permanent home, and plans to expand this facility to accommodate the Benning Middle Campus in 2013. Going forward, DC Prep plans to lease all subsequent buildings, and is currently in conversations with OSSE and Building Hope about a former DCPS building in Ward 8 as the site for its 2012 elementary campus.



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**Operations and Finance.** While DC Prep's **Chief Operating Officer** oversees business management for the overall organization, the majority of business functions are carried out by the campus-based **Operations Managers**. As essential members of each school's leadership team, the Operations Managers work closely with the campus Principal, manage vendor relationships, ensure building integrity and maintenance, and handle all purchasing and payments including payroll and benefits for campus-based staff. By placing these responsibilities at the school-level, DC Prep has created a nimble structure and empowered each Ops Manager to act quickly to resolve day-to-day issues. Currently, the Chief Operating Officer supervises the Operations Managers and **convenes a weekly meeting** to facilitate the sharing of best practices across campuses and ensure operational consistency throughout the organization. In addition, the COO manages DC Prep's finances, working with the campuses, DC Prep's CEO, and the Board to develop the annual budget and manage toward it, reviewing quarterly financials with Principals, Operations Managers, and Board members. She also works closely with DC Prep's external accounting vendor (Goldstar), to manage federal and state revenues, and to assure the equitable distribution of all public funds across DC Prep's campuses. For Federal and State education funds, she uses the governmental formula to allocate those funds to each campus for each year of the school's operation. *Looking ahead: In order to provide sufficient support and supervision to the growing number of school-based Operations Managers, we plan to add a Director of Operations to the Home Office staff with the launch of the 2012 campus school, and bring on a Director of Human Resources to support our growing number of employees.*

**Financial Sustainability.** DC Prep's founders set a long-term goal of financial self-sufficiency and our **Chief Operating Officer** has developed a financial model to guide the

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organization toward achieving it<sup>10</sup>. With the launch of DC Prep's seventh school we project we will reach sustainability — and be able to maintain our core operations on the funds we receive from state and federal sources<sup>11</sup>. At our current scale, however, there is a \$1,500 per student shortfall between the public funds we receive and the actual cost of our educational program, and we require additional philanthropy to meet our operating deficit. In FY 2007, DC Prep's Board set a fundraising goal of \$15.5M to ensure our ability to deliver a top-notch educational program, to provide significant salary and performance pay increases for faculty, and to support the launch of new campuses through 2015, the inaugural year of the seventh school. The **Director of Resource Development** and the **Director of Special Projects** have led DC Prep's fundraising efforts, securing significant investments from national and local foundations focused on education reform, building a loyal and generous base of individual donors, and competing successfully for competitive state education grants. To date, DC Prep has raised \$12.5M and is 80% of the way toward its development goal.

**Compliance and Governance.** The **Director of Special Projects** is DC Prep's primary point of contact with the DC Public Charter School Board (DC Prep's authorizer) and the Office of the State Superintendent of Education, coordinating our Race to the Top work and participating in working groups related to the forthcoming transition to the Common Core standards. In addition, he proactively manages compliance responsibilities and coordinates efforts across campuses to ensure the LEA meets all state and federal requirements. Further, he works with the Chair of the

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<sup>10</sup> DC Prep's financial model is presented in the Appendix.

<sup>11</sup> DC charter schools benefit from one of the highest per-pupil allowances in the nation.



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Governance Committee to ensure that DC Prep's policies and processes are in accord with the organization's mission, by-laws, and applicable regulations.

**Organizational Culture Building.** DC Prep is committed to building a shared sense of mission, organization-wide loyalty, and mutual respect for all faculty and staff across campuses and between each campus and the Home Office. DC Prep's Home Office is located at the Edgewood Elementary Campus, enabling proximity to the Edgewood flagship campuses, and their principals, faculty, students, and parents. Employees new to the DC Prep Home Office are encouraged to take a duty at a school site as a way of learning about and understanding the school environment, getting to know the students and their families, and gaining a fuller, more immediate appreciation of the organization's mission. Organization-wide meetings occur three times each year and are opportunities to recognize student achievement, to honor great teaching, and to build organizational culture. Organizational Health Surveys are administered twice each year to solicit feedback from campus-based staff regarding implementation of the DC Prep Way at their campus and their satisfaction with their professional growth, their campus, and the overall organization. (This information is collected anonymously.) And on the lighter side, school celebrations and social events – including the Winter and Summer Arts Festivals, the Holiday party, and the beginning- and end-of-year staff parties — provide time for all employees, both campus-based and Home Office to have fun together. By maintaining a culture of openness and trust, DC Prep leadership are able to be proactive in addressing any issues that arise within the organization.



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## DC Prep's Expansion Plan

DC Prep has created an effective organization capable of opening and running high-quality schools on a large scale. We are now poised to grow *and* to achieve financial self-sufficiency as we scale up over the next five years. Our growth strategy is constructed around the assurance that the external environment as well as the organization's internal processes and resources that support growth are firmly in place as we prepare for expansion.

**CHARTER CLIMATE.** Washington has a highly favorable climate for charter schools with a law that the Center for Education Reform has declared to be the strongest charter law in the country. This legal foundation — combined with no limit on the number of charters that can be awarded and one of the highest per-pupil funding rates in the country — has made Washington one of the most “charterized” cities in the US. Further, because DC's charter law allows one governing body to oversee multiple campuses, high-performing charter organizations are able to grow to scale while maintaining a shared vision, strong culture, and common operational practices. In addition, Washington's new mayor, Vincent Gray, campaigned on a pro-charter platform and is a strong advocate for equitable funding for charters.

**AUTHORIZER RELATIONSHIP.** As a public charter school, DC Prep is monitored and held accountable by the DC Public Charter School Board (PCSB). As part of its ongoing monitoring of the city's charter schools, the PCSB has created an annual compliance review process to track charters' compliance with No Child Left Behind (NCLB), special education requirements, provisions of the DC School Reform Act, and other relevant legislation. DC Prep has been consistently recognized as one of the authorizer's most outstanding performers. In December



2005, DC Prep received the PCSB's "Chair's Award" — one of only three schools to be recognized for meeting the Board's highest standards in all areas — and was given a Gold Star Award on its 2009-20 Compliance Review in recognition of 100% compliance on all measures.

The PCSB is aware of DC Prep's expansion plans and in June 2010 approved the launch of a new elementary school, the school that will open in Ward 8 in fall 2012. Historically, because some DC charter's expansion efforts have encountered problems, the PCSB requires that CMOs return to the DCPCSB for approval for each new campus. In the past two years, however, the PCSB has adopted a more aggressive stance toward underperforming charters and begun closing them down. At the same time, the Charter Board has signaled an interest in accelerating the approval process for high-performing CMOs. We are confident that the chartering authority will continue to approve DC Prep's amendment requests as we roll out our expansion and achieve the success we expect.

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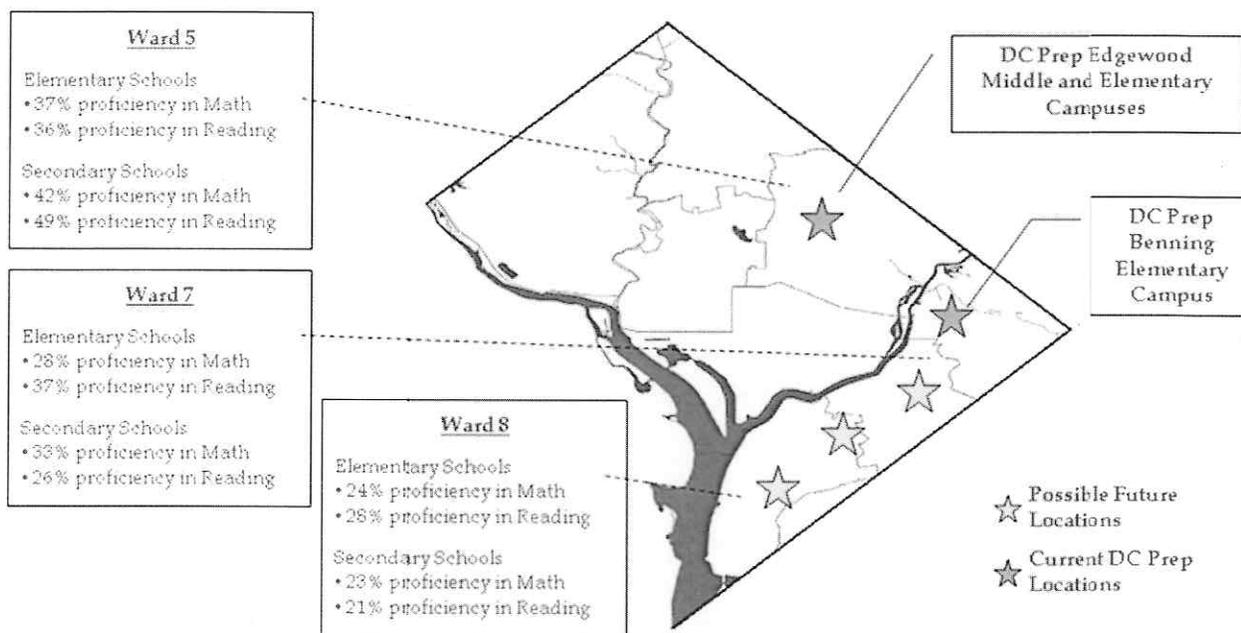
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DC Prep now seeks \$3M from the Charter Schools Program for Replication and Expansion to support the next phase of our expansion: The goal: *four new campuses in Washington's most under-resourced areas that at scale will provide 1,500 new seats for students in preschool – 8<sup>th</sup> grade (1,000 seats in K-8<sup>th</sup>).*



The map below shows the sites of DC Prep’s existing campuses and the targeted areas for growth. The current low levels of student performance in these wards are also noted. DC Prep’s existing campuses are marked by orange stars; yellow stars indicate proposed locations for new schools.



Data from the 2011 DC-CAS provide clear evidence of the disgraceful academic performance of the schools in Wards 5, 7, and 8. The charts on the following page present a grade-by-grade comparison of DC Prep’s results with those of other public schools, both regular and charter, in the areas of the city we have identified for expansion. The need is clear.


**2011 DC CAS - Reading Proficiency**

	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Ward 5*	38%	40%	43%	37%	47%	43%
Ward 7	29%	30%	38%	30%	43%	46%
Ward 8	23%	29%	32%	36%	43%	41%
DC Prep	65%	60%	69%	76%	88%	100%

*\*Note - Ward 5 average does NOT include DC Prep results*

**2011 DC CAS - Math Proficiency**

	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Ward 5*	30%	41%	36%	34%	52%	51%
Ward 7	23%	29%	29%	43%	56%	57%
Ward 8	16%	31%	35%	35%	49%	44%
DC Prep	60%	89%	89%	92%	97%	100%

*\*Note - Ward 5 average does NOT include DC Prep results*

The specifics of the roll-out for DC Prep's proposed new campuses is as follows:

- In 2012 DC Prep will launch its third **elementary school**, opening with 140 students in preschool and pre-kindergarten, and adding a grade each year through 3<sup>rd</sup> grade. At capacity this school will serve 400 students. The campus will be located in Ward 8, the highest-need community in Washington. DC Prep has received authorizer approval for this campus and has identified two possible sites for the school.
- In 2013 DC Prep will open a **middle school** that will link to the existing Benning Elementary Campus in Ward 7. The school, which will be co-located at the Benning site, will open with 4<sup>th</sup> graders, "growing up" a grade each year through 8<sup>th</sup> grade.



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- DC Prep will also open an **elementary school** in 2013 to be located in either Ward 7 or Ward 8. Following our established elementary campus model, the school will open with 140 preschool and pre-kindergarten students and add a grade each year through 3<sup>rd</sup> grade, reaching capacity at 400 students.
  - In 2015 we will open our final **elementary school**. The location for this campus, in Ward 5, 7, or 8, will be determined in 2013.

Over time, as students in the three new elementary schools reach 3<sup>rd</sup> grade, DC Prep will open a partner middle campus, ultimately operating **five pairs of elementary-middle schools**, and enrolling 3,300 students, or 10% of public school students in Wards 5, 7, and 8. At scale DC Prep will graduate 200 8<sup>th</sup> graders annually who will enter secondary school prepared for a rigorous, college-prep program.



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## THE PROJECT PLAN

Support from the Charter School Program will enable DC Prep to focus intensively on four factors that are essential to the success of each new campus: 1) strong leadership; 2) effective instruction; 3) community awareness and parent engagement; 4) thorough pre-opening organization and solid operational and business support from the Home Office. The proposed workscope and activities that will support these critical elements will flow from the following objectives.

- To ensure that the Founding Principal of each new DC Prep campus has the knowledge, skills, and support to successfully launch and lead a high-performing school.
- To attract, develop, and support a cadre of outstanding urban educators who can implement the DC Prep Educational Model with fidelity and success.
- To engage parents and students in neighborhoods identified for expansion, through broad dissemination of information about DC Prep's school model and its results for students.
- To ensure each new campus has the operational and logistical capacity to achieve a smooth launch and continued operational excellence.

The strategies and activities that will enable DC Prep to achieve the expansion objectives are detailed on the following pages. A detailed workplan and timeline for the project are presented on pages 47-49.



**Objective 1.** To ensure that the Founding Principal of each new DC Prep campus has the knowledge, skills, and support to successfully launch and lead a high-performing school.

At DC Prep, we focus intensely on identifying exceptional school leaders. As the culture-bearers and instructional leaders of each campus, DC Prep's principals play an essential role in assuring fidelity to the DC Prep model. Therefore, we strive to have our school leaders grow up from within the organization to assure they have absorbed the organization's unique culture before assuming their crucial leadership roles. All of DC Prep's current principals were outstanding teachers who, over time, took on leadership roles, including Grade Level Leads, Department Chairs, Instructional Coaches, and/or a Deanship or Assistant Principal position. Even with this experience, however, stepping into the Principal's role can be hugely challenging.

Funding from a Charter School Program Replication and Expansion grant would allow DC Prep to more effectively address this challenge by enabling each new Principal to spend a training and preparation year before assuming sole leadership of a new campus. During the pre-opening year, each Principal-in-Training would follow a prescribed program that includes:

- shadowing a current Principal;
- working with DC Prep's Senior Academic Team (Chief Academic Officer, Director of Student Support, and Director of Special Education) to ensure thoughtful and systematic incorporation of the elements of the DC Prep model in new campus planning;
- participating in leadership development activities and trainings;
- visiting other high-performing schools;
- interviewing and selecting high-quality educators for the campus team;



- conducting community outreach and student recruitment activities; and creating a core team of community supporters and parents who can provide ideas and input into the planning, design and, implementation of the school; and
- in conjunction with the Founding Operations Manager ensuring that all pre-opening planning and processes are successfully completed.

**Objective 2.** To attract, develop, and support a cadre of outstanding urban educators who can implement the DC Prep Educational Model with fidelity and success.

In order to achieve our academic and expansion goals, DC Prep must attract and retain the most outstanding educators. Indeed, our entire enterprise depends on the quality and commitment of our faculty and staff, and we have developed a thoughtful and thorough process to recruit, train, and reward top talent. Our four-person talent team works year-round to select the most passionate and uncompromising educators — hiring, on average, less than 1% of applicants.

As part of our goal to be the “employer of choice” for the very best teachers, DC Prep provides a supportive and professionally rewarding learning environment — one that continuously motivates high-performing teachers, ensures that they develop an extensive repertoire of effective instructional practice, and provides opportunities for them to grow into leadership roles.

As we prepare for growth, there is a pressing need to hire additional personnel recruiters. Over the next five years of expansion, DC Prep will hire 125 K-8 faculty and staff for its new schools. Given the rigor and comprehensive quality of DC Prep’s application and interview process, the competitive market for the most talented teachers, and DC Prep’s objective to hire educators with a desire to make a long-term commitment to teaching, we must significantly increase our recruiter



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reach and capacity and hope to achieve a 1:60 ratio of recruiter to applicants. Funds from the CSP will support these positions.

In addition, we seek funds to create a new position, the Director of Teacher Development. Working closely with the Founding Principal and school-based Instructional Coaches, the Director of Teacher Development will be charged with increasing the faculty's capacity to deliver on the DC Prep model and will plan and lead Professional Development in support of this goal.

Finally, funds will be expended to partially support a new Home Office employee, the Director of Human Resources who will expand DC Prep's capacity to provide appropriate HR services for our growing number of employees.

**Objective 3.** To staff each new DC Prep campus with a Dean of Student Support to create and ensure implementation of all elements of DC Prep's culture and character education program.

Character education is one of the twin pillars upon which DC Prep has been built and developed. Explicit and clear expectations for students, a developmentally-sequenced model for the acquisition of social skills, and frequent rewards and recognition for outstanding behavior have resulted in DC Prep's distinctive school culture, and an orderly and nurturing environment that fosters, and is conducive to, learning. The Dean of Student Support takes the lead on establishing school culture — ensuring that all attendance, punctuality, uniform, and behavioral goals are clear and reinforced, supporting faculty in setting and maintaining expectations for students, creating incentives for student behavior, overseeing the discipline system, and talking with students and parents about character issues. As such, the Dean of Student Support is a key member of the leadership team and his/her presence during the founding years of each school is



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critical to ensuring a school climate that results in great outcomes for students. The Dean of Student Support will be a member of each new campus's Founding Team. CSP funds will support this position from day one at the 2013 middle campus and will begin being used at the elementary schools as they expand to Kindergarten in year two. (Only preschool and pre-k students are enrolled in the opening year of each elementary school.)

**Objective 4.** To engage parents and students in neighborhoods identified for expansion, through broad dissemination of information about DC Prep's school model and its results for students.

DC Prep will create over 1,000 new "seats" in K-8<sup>th</sup> grade as its four new campuses scale up over the next five years. DC Prep always aims to have at least three applications for every available space, so it is essential that we have a comprehensive and effective recruitment strategy that reaches far and wide into the community. This is especially true when we are entering a new neighborhood where the DC Prep brand may not be as well established. To assist with this effort and make sure that we are getting out the DC Prep message to as broad an audience as possible, we will add a second Enrollment Associate to the Home Office team to handle this growth.

Working with DC Prep's marketing team, the Enrollment Associate will be responsible for developing and distributing materials to prospective families (in English and Spanish), coordinating our advertising and outreach, attending community events and recruitment fairs, and organizing Parent Open Houses. In order to make information widely available to the community and to reach all students, including those who require special education services or be English Language Learners, DC Prep will connect with community organizations serving these children and families to help disseminate information. The Enrollment Associate will also manage the



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online enrollment process for the four new campuses, coordinate the student lottery and notifications to parents regarding the status of their child's application, and ensure that all enrollment paperwork is accurate and complete.

**Objective 5.** To ensure each new campus has the operational and logistical capacity to achieve a smooth launch and continued operational excellence.

In DC Prep's staffing model, the Operations Manager serves as a key member of the leadership team, working closely with the Principal to ensure that all non-academic processes are efficient and effective. Our school ramp-up strategy calls for hiring an Operations Manager six months in advance of each new campus opening. Working closely with the Founding Principal the Operations Manager will have primary responsibility for ordering all furniture, fixtures, and equipment, curricular materials, supplies, and other items as necessary to get the campus up and running; researching and selecting vendors; establishing business operations and systems including those for monitoring inventories and maintaining personnel records; and ensuring that the school facility is in ready-to-open condition by the first day of school. To maintain the same level of support and supervision to the school-based Operations Managers that DC Prep's CMO model now allows, a Director of Operations will be added to the Home Office who will be charged with managing the Operations Managers for new campuses. Funds from the CSP Grant will support a portion of the Director of Operations salary.

# Project Workplan

	SY11-12				SY12-13				SY13-14				SY14-15				SY15-16			
	Q1	Q2	Q3	Q4																
<b>Home Office Activities</b>																				
Project Management by DC Prep Founder & CEO																				
Create and implement Leadership Development Plan																				
Recruit and select Director of HR																				
Hire Director of HR																				
Recruit and select Director of Operations																				
Hire Director of Operations																				
Recruit and select New Campus Talent Recruiter #1																				
Hire New Campus Talent Recruiter #1																				
Recruit and select New Campus Enrollment Associate																				
Hire New Campus Enrollment Associate																				
Recruit and select Director of Teacher Development																				
Hire Director of Teacher Development																				
Recruit and select New Campus Talent Recruiter #2																				
Hire New Campus Talent Recruiter #2																				

### Elementary Campus #3

Identify Founding Principal																				
Founding Principal Year in Training																				
Find, secure, design, and renovate facility																				
Recruit and select Operations Manager																				
Personnel Recruitment																				
Student Recruitment																				
Launch of Campus																				
Expansion to Kindergarten																				
Expansion to 1st Grade																				
Expansion to 2nd Grade																				

### Elementary Campus #4

Secure approval to open campus from PCSB																				
Identify Founding Principal																				
Founding Principal Year in Training																				
Find, secure, design, and renovate facility																				
Recruit and select Operations Manager																				
Personnel Recruitment																				
Student Recruitment																				
Launch of Campus																				
Expansion to Kindergarten																				
Expansion to 1st Grade																				

**Project Workplan**

	SY11-12				SY12-13				SY13-14				SY14-15				SY15-16			
	Q1	Q2	Q3	Q4																
<b>Middle Campus #2</b>																				
Secure approval to open campus from PCSB																				
Identify Founding Principal																				
Founding Principal Year in Training																				
Find, secure, design, and renovate facility																				
Recruit and select Operations Manager																				
Personnel Recruitment																				
Student Recruitment																				
Launch of Campus																				
Expansion to 5th Grade																				
Expansion to 6th Grade																				

**Elementary Campus #5**

Secure approval to open campus from PCSB																				
Identify Founding Principal																				
Founding Principal Year in Training																				
Find, secure, design, and renovate facility																				
Recruit and select Operations Manager																				
Personnel Recruitment																				
Student Recruitment																				
Launch of Campus																				

**New Campus Development Workplan**

Pre-Launch Year												Launch Year											
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

**Principal-In-Training Year**

Shadow Principals of existing campuses																							
Visits to other high-performing charters			X			X			X														
Review standards, curriculum, and assessments																							
Review DC Prep Way																							
Review special education and compliance																							
Develop school culture plan																							
Develop initial launch year campus budget					X																		
Develop campus parent involvement plan																							
Develop campus classroom management model																							
Develop teacher support plan																							
Develop campus routines and templates																							
Develop launch year data plan																							
Develop staff orientation and training plan																							
Develop launch year intervention plan																							
Finalize launch year campus budget											X												
Develop launch year campus schedule																							
Develop launch year PD calendar																							
Launch of campus																							X

**Staff Recruitment**

Develop recruitment strategy																							
Draft job descriptions																							
Develop marketing materials																							
Recruit at job fairs																							
Resume screenings																							
Telephone interviews																							
On-site interviews																							
Employment offers																							
Complete staff hiring																						X	
Develop faculty and staff handbook																							
Staff orientation and training																							
Launch of campus																							X

**Family and Student Recruitment**

Develop recruitment strategy																							
Develop marketing materials																							
Outreach to community organizations																							
Direct mail to prospective families						X		X															
Receipt of applications																							
Info sessions for prospective families																							
Admissions lottery										X													
Student enrollment & residency verification																							
Develop family handbook																							
Family orientation sessions																							
Launch of campus																							X
Enrollment audit																							X

**Operations**

Find and secure facility																							
Create facilities design "wishlist"																							
Renovate facility																							
Hire Operations Manager								X															
Bid out service contracts																							
Order curriculum and assessments																							
Order furniture and technology																							
Obtain certificate of occupancy																						X	
Finalize vendor contracts																							
Site set up																							
Staff on-boarding																							
Launch of campus																							X



## THE DC PREP TEAM

DC Prep has attracted an usually talented and dedicated group of people at all levels of the organization. Brief descriptions are presented below and resumes of key personnel included in the Appendix.

**BOARD OF DIRECTORS.** DC Prep's Board of Directors is a diverse and multi-talented group. Drawn to the school by a deep commitment to the Washington community and to education reform, the Board brings a sophisticated understanding of best organizational practices and strategic leadership to its work. The Board's mix of business, education, community and philanthropic leaders has resulted in a tremendously cohesive and effective governing body. And, because Washington's charter law allows one organization to create multiple campuses under one charter with one Board of Directors, DC Prep will be able to continue to benefit from the oversight, strategic thinking, and seasoned wisdom of this outstanding group. DC Prep's Board meets every two months and has four active committees. The Board list is in the Appendix.

In addition, an **Advisory Board**, comprised of highly-accomplished education, business, and philanthropic professionals, provides additional counsel to the DC Prep leadership team and expands the pool of talented and generous individuals who are helping us accomplish our mission.

**HOME OFFICE.** **Emily Lawson** is the Founder and CEO of DC Prep. Since 2002, she has led the growth of DC Prep from a single middle school to one of the highest-performing Charter Management Organizations in the nation's capital — now serving more than 1,000 students in PreSchool – 8<sup>th</sup> grade on three campuses. Ms. Lawson's work at DC Prep has been featured in The Washington Post and on the NewsHour with Jim Lehrer, and has attracted the support of major

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national foundations focused on public education reform. In 2007 Ms. Lawson completed the Broad Foundation's Associate Residency in Urban Education. Prior to founding DC Prep, Ms. Lawson worked for Victory Schools, a charter school management company in New York, as well as Academy of the Pacific Rim, a nationally-recognized charter school in Boston. Ms. Lawson holds an M.B.A. with Distinction from Harvard Business School and an M.P.A., with a focus on education, from the Kennedy School of Government. Her business career includes three years at The Boston Consulting Group and two years at the New York private equity firm, New Mountain Capital. She is a Phi Beta Kappa graduate of the University of North Carolina where she was a Morehead Scholar. She is a native Washingtonian.

**Katie Severn**, Chief Academic Officer, works with the principals at all DC Prep campuses to ensure alignment between schools and the highest academic quality across the organization. Ms. Severn served as Principal of DC Prep's award-winning Edgewood Middle Campus from 2008-2011. Previously, she worked at SEED Public Charter School, where she served as Principal, Assistant Principal, and Special Education Coordinator. She began her career as an English teacher in Namibia with the Center for Global Education. Upon her return to the states, Ms. Severn joined Teach for America in Houston where she was recognized as both the New Teacher of the Year and the Special Education Teacher of the Year. She is a graduate of New Leaders for New Schools and holds a bachelor's degree in sociology from Grinnell College and master's degrees in special education and education leadership.

**Wendy Scott**, Chief Operating Officer, is responsible for school operations and finance, including school site acquisition and renovation. Ms. Scott came to DC Prep through the Broad Residency in Urban Education, a two-year executive development program. Before enlisting in

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the education reform movement, she was a strategy and Operations manager for Deloitte Consulting LLP. Ms. Scott's business career also includes time spent at Citigroup, Accenture, and PricewaterhouseCoopers. She earned a bachelor's degree in International Relations from the University of Pennsylvania and an MBA with a concentration in finance from Howard University.

**Alicia Robinson**, Chief Talent Officer, leads DC Prep's personnel recruitment and retention efforts. Ms. Robinson comes to DC Prep from New Leaders for New Schools where she managed the recruitment and admissions process for New Leaders' candidates. Previously she served as the Senior Director for Education and Outreach at the Washington Scholarship Fund, overseeing recruitment, placement and academic support for more than 2,000 students receiving scholarships through the Fund. Ms. Robinson is a graduate of American University, earning both a bachelor's degree in Public Communication and a master's in Elementary Education. Ms. Robinson entered teaching through DC Teaching Fellows. She taught 4<sup>th</sup> grade at Parkview Elementary School and was a member of DC Prep's Founding Faculty.

**Beth Berwick**, Director of Talent Strategy, works with the Chief Talent Officer to ensure that DC Prep is able to retain high quality teachers and school leaders. Ms. Berwick comes to DC Prep from Achievement First, where she focused on finding ways to increase the organization's pool of high quality candidates, and using data to make recruitment decisions. Prior to joining Achievement First, she was an aide to Senator Christopher Dodd and worked for a non-profit organization focused on improving quality in hospitals. Ms. Berwick received an M.B.A. from the Yale School of Management and a B.S. in Finance from the University of Colorado.

**Ibby Jeppson**, Director of Resource Development, is responsible for development, strategic partnerships and communications. She has more than 30 years experience in not-for-profit

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management, program development, and social policy. Before joining DC Prep, she taught in the Pediatrics Department at the Uniformed Services University of the Health Sciences. Dr. Jeppson has authored numerous books and produced three award-winning documentary films. Her career began in the classroom, as a member of the National Teacher Corps. She holds a master's degree in early childhood education and a doctorate in special education.

**Kenny Wang**, Director of Special Projects, focuses on compliance and federal and state grants. Before joining DC Prep, Mr. Wang worked at MATCH Public Charter School in Boston where he co-founded their Teacher Training Program and was a MATCH Corps Fellow. He spent two years with L.E.K. consulting before becoming involved in education reform. Mr. Wang holds a BA in Economics from Harvard and a Master's in Public Policy from the Kennedy School of Government.

**SCHOOL LEADERSHIP.** As the culture-bearers, instructional leaders and managers of each campus, DC Prep's principals are an essential part of the educational model. As such, developing school leaders from within the DC Prep ranks is a critical priority for us. The current principals, Cassie Pergament, Edgewood Middle Campus; Nicole Bryan, the Edgewood Elementary Campus; and Jahi Rohrer, the Benning Elementary Campus have grown up in the DC Prep tradition and understand the DC Prep way.

**Cassie Meltzer Pergament** is the Principal of the Edgewood Middle Campus. She has been a member of the DC Prep team since 2006 and her warm, creative, and engaging teaching style is legendary. In addition to turning scores of students into avid readers Ms. Pergament has served as an Instructional Coach and Chair of the English Department. In the 2010-11 school year, she was on leave in California earning a Masters degree in School Leadership and participating in an

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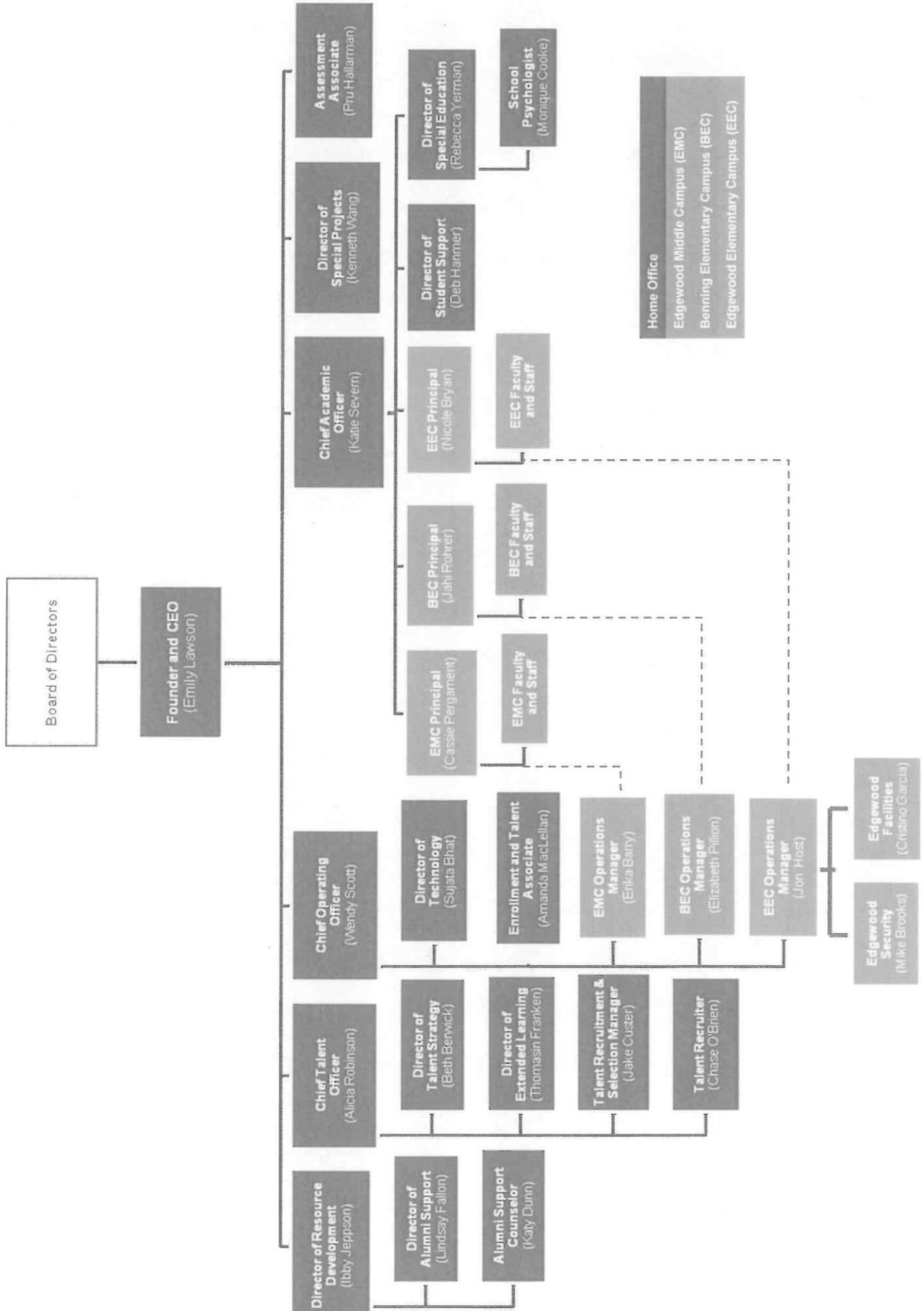
intensive residency program at High Tech High, one of California's most innovative and high-performing schools. She holds a BA from the University of Rochester. Before coming to DC Prep, she taught for four years in California, first as a Teach for America corps member and then at a KIPP school in Oakland.

**Nicole Bryan** will continue to lead the Edgewood Elementary Campus. During her inaugural year as Principal, the school made solid gains in student achievement, from the youngest students in the early childhood program to the students in K – 3<sup>rd</sup> grade. Ms. Bryan's friendly, focused, whatever-it-takes commitment and boundless energy are present everywhere in the school. Following six years in the classroom, the first two as a Teach for America Corps member in New York, she served as Director of Curriculum, Instruction, and Assessment at DC Prep before assuming the principalship. Ms. Bryan holds a bachelor's degree from Georgetown University and a master's degree from George Washington University. She is currently pursuing her doctorate at GW with a focus on Leadership for Diverse Students.

**Jahi Rohrer** will be the new Principal of the Benning Elementary Campus. Mr. Rohrer joined the DC Prep team in 2010 as an Instructional Coach. His instructional know-how, drive and determination, and passion for DC Prep's mission are fearsome. Mr. Rohrer began his teaching career as a Teach for America Corps member in New York, and has four years of elementary teaching experience as well as four years in school leadership (including two as a Principal) in New York, the Virgin Islands, and DC. He holds an undergraduate degree from Middlebury College, a Masters' degree in Elementary Education from Pace University, and has completed the School Leadership Program at Teachers' College at Columbia University.

# ORGANIZATION CHART

School Year 2011-12





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## EVALUATION PLAN

At DC Prep, continuous assessment and refinement allow us to monitor student growth, chart teacher development and effectiveness, and measure our progress toward organizational goals. Formative and summative evaluation data inform decision-making and help chart a path to continuous improvement.

The macro outcomes for this project are:

- 1) to successfully launch the four planned campuses, within the five-year grant period, ultimately creating 1,500 new seats for students in preschool – 8<sup>th</sup> grade (1,000 students in Kindergarten – 8<sup>th</sup> grade) and,
- 2) to achieve excellent academic results for students at each new campus.

Because measuring student performance is complex and multi-faceted, DC Prep has selected an external measure to gauge success for on the second outcome. DC Prep will utilize the DC Public Charter School's Performance Management Framework, a three-tiered accountability tool that provides a comprehensive review of academic performance. In order to achieve Tier 1 status, a school must demonstrate superior performance across three important academic domains – student progress (e.g. growth), student achievement (e.g. absolute outcomes), and leading indicators (e.g. attendance and reenrollment). We believe that the PMF is the best and most appropriate means of evaluating our progress toward our goals because of both its thoroughness and its applicability to all of the grade levels our schools serve. We anticipate that each new DC Prep campus will achieve Tier 1 by its third year of operation.



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In addition, progress toward the four objectives detailed in this application will be tracked through both process and outcome measures which are outlined below.

*Objective 1. To ensure that the Founding Principal of each new DC Prep campus has the knowledge, skills, and support to successfully launch and lead a high-performing school.*

**Process measure:** Identify the Principal-in-Training one year before launch of each new campus.

**Process measure:** Develop and implement personalized development plans for each Principal-in-Training by September of the pre-opening year to ensure fidelity to DC Prep model.

**Outcome measure:** New campus principals will receive Proficient ratings on each of their annual performance evaluations, which take place in December of each year.

**Outcome measure:** Each new campus will meet or exceed expectations on at least 80% of the standards set forth in the DC Prep Way Walkthrough Rubric by June of the opening year.

*Objective 2. To attract, train, and retain a cadre of outstanding urban educators who can implement the DC Prep Educational Model with fidelity and success.*

**Process measure:** By June 30, 2013, hire a Director of Teacher Development to work closely with new Principals and school-based Instructional Coaches to increase the faculty's capacity to deliver on DC Prep model and plan professional development.

**Process measure:** By June 30, 2012 and June 30, 2014, hire additional Talent Recruiters to ensure each new campus is fully staffed with the most passionate and uncompromising educators.

**Process measure:** By June 30, 2012, hire Director of Human Resources to provide human resources services and support to an expanding number of employees.

**Outcome measure:** New campuses will be fully staffed by July 31<sup>st</sup> of the opening year.



**Outcome measure:** On mid-year evaluations faculty at new campuses will receive an average rating of 2.5 (effective) on a 4-point scale.

**Outcome measure:** On average, DC Prep will retain 85% of effective teachers at new campuses.

*Objective 3. To staff each new DC Prep campus with a Dean of Student Support to create and ensure implementation of all elements of DC Prep's culture and character education program.*

**Process measure:** New campus Deans of Student Support will be hired by April 1 of each opening year and begin work by July 1 of that year.

**Outcome measure:** New campus Deans of Student Support will receive Proficient ratings on each of their annual performance evaluations.

**Outcome measure:** New campuses will meet the targeted DC Prep attendance and punctuality rates starting in their first year -- 92% attendance for Preschool and Pre-k, and 95% attendance for K-8th grade. Punctuality should be at least 90% in all grades.

**Outcome measure:** Parent satisfaction will reach targeted DC Prep levels in the first year. When asked how they would describe DC Prep to other parents, from 1 (A Very Poor School) to 5 (An Excellent School), at least 90% of parents will rank DC Prep as either *Excellent* or *Good*.

*Objective 4. To engage parents and students in neighborhoods identified for expansion, through broad dissemination of information about DC Prep's school model and its results for students.*

**Process measure:** By June 30, 2012, hire an Enrollment Associate to manage the student recruitment and enrollment process for new campuses.

**Outcome measure:** Each new campus will achieve its budgeted enrollment target by the school year's October enrollment audit.



**Outcome measure:** Each new campus will receive at least three applications per available seat by June 30 of the opening year.

*Objective 5. To ensure each campus has the operational and logistical capacity to achieve a smooth launch and continued operational excellence.*

**Process measure:** Hire Operations Manager six months in advance of each new campus opening.

**Outcome measure:** All required documents, FF & E, curricular materials, and operational contracts have been secured by August 1<sup>st</sup> of the opening year.

**Outcome measure:** On the mid-year Organizational Survey staff at new campuses rate operations at 4 or 5 on a 5-point scale.



## SUMMARY

DC Prep has created an effective organization capable of opening and running high-quality schools on a large scale. We have demonstrated that we have the determination and know-how to realize our mission to transform the academic and career futures of thousands of DC children and change the face of public education in Washington.

We are now poised to grow *and* to achieve financial self-sufficiency as we scale up over the next five years. In 2015, with the launch of the seventh school we project that DC Prep will reach sustainability — and be able to maintain core operations on the funds we receive from state and federal sources. Until then, we require additional philanthropy to meet our operating deficit and ensure that our approach to growth will guarantee fidelity to the DC Prep Way and provide students with the high-quality education required for success in top tier college prep high schools.

Funding from the CSP will help to ensure that we achieve these objectives and dramatically change the economic and social futures for thousands of young people and, over time, significantly increase college graduation rates for low-income students in Washington. At this scale, by serving as a “proof point” for urban school success, we believe that DC Prep will have an impact that far exceeds our actual student enrollment.



**Other Attachment File(s)**

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\* **Mandatory Other Attachment Filename:**

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[Delete Mandatory Other Attachment](#)

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Mission and Values

Core Principles and Practices

DC Prep Way Walkthrough Rubric

Prep Skills

Prep Note

Parent Promise

**CODE OF CHARACTER**

Edgewood Middle Campus

Elementary Campuses

**ALUMNI COLLEGE ACCEPTANCES****HISTORICAL NCLB AYP REPORTS (2009-11)****COMPARISON OF RE-ENROLLMENT RATES**

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 04 2003

DC PREPARATORY ACADEMY  
4511 CATHEDRAL AVE NW  
WASHINGTON, DC 20016

Employer Identification Number:  
02-0550253  
DLN:  
17053219042042  
Contact Person:  
JOHN J MCGEE ID# 31169  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

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## DC PREPARATORY ACADEMY

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

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DC PREPARATORY ACADEMY

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

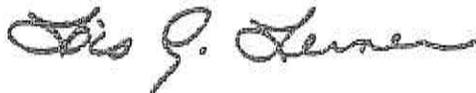
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations

Addendum

Letter 947 (DO/CG)

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## DC PREPARATORY ACADEMY

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

### ROSTER OF DC PREP CAMPUSES

Although DC Prep holds just one charter, its three current campuses are clearly separate and distinct entities and are recognized as such by the DC Public Charter School Board and Office of the State Superintendent of Education. Below is evidence of this individual status. In the same way, the four new campuses that DC Prep proposes to create will be four separate campuses in all legal and operational aspects.

1. DC Prep's original charter application, approved in 2003, proposed only the creation of Edgewood Middle Campus serving 4<sup>th</sup> – 8<sup>th</sup> graders. To open and operate each new campus, DC Prep has needed to seek and obtain additional approval from the DC PCSB.
2. Each DC Prep campus has a separate accountability plan or Performance Management Framework with the PCSB. Please see the following attachments as evidence.
3. Each of DC Prep's three campuses has a separate building, Principal, leadership team and faculty.

#### **Edgewood Middle Campus**

Address:	701 Edgewood Street, NE Washington, DC 20017	
Principal:	Ms. Cassie Meltzer Pergament	
Grades Served:	4 <sup>th</sup> – 8 <sup>th</sup>	
Year Opened:	2003	
Enrollment:	260	
Demographics	94% Black	51% Male
	4% Hispanic	49% Female
	1% White	76% Low-income
	0% Asian	17% SPED
	1% Other	2% ELL

**Edgewood Elementary Campus**

Address: 707 Edgewood Street, NE  
Washington, DC 20017

Principal: Ms. Nicole Bryan

Grades Served: Preschool – 3<sup>rd</sup>

Year Opened: 2007

Enrollment: 400

Demographics

95% Black	48% Male
4% Hispanic	52% Female
0% White	84% Low-income
0% Asian	4% SPED
2% Other	7% ELL

**Benning Elementary Campus**

Address: 100 41<sup>st</sup> Street, NE  
Washington, DC 20019

Principal: Mr. Jahi Rohrer

Grades Served: Preschool – 2<sup>nd</sup> (will add 3<sup>rd</sup> grade in SY11-12)

Year Opened: 2008

Enrollment: 330

Demographics

97% Black	50% Male
0% Hispanic	50% Female
0% White	86% Low-income
0% Asian	1% SPED
2% Other	2% ELL



# Annual Performance Review

## School Year 2009-2010

D.C. Preparatory PCS -  
Edgewood Middle  
701 Edgewood Street, NE  
Washington, DC 20017  
(202) 832-5700

### MIDDLE SCHOOL FRAMEWORK

#### School Data

School Leader: Kae Severn  
Enrollment: 248  
Grades Served: 4-8  
Years of Operation: 7  
Ward: 5  
AYP Status: Corrective Action

#### Student Profile

African-American	95.2	LEP / NEP	3
Asian / Pacific Islander	0.0	Low Income	78
White	0.8	SPED	12
Hispanic / Latino	4.0		
Native American / Indian	0.0		
Other	0.0		

#### Performance Summary

Tier This Year: 1  
Prior Year Tier: N/A  
Total Score: 63.2  
(out of 80)  
Percent of Possible Points: 79.0%

#### Academic Review

	Points Available in Each Academic Indicator Are Included in Parentheses ( )				% of Target Range				Target	% of Target Range	Points Possible	Points Earned
	2009	2010	Floor		25	50	75	100				
<b>1 Student Progress (25)</b>												
<b>Mathematics</b>												
Learning on Track to Proficient		96.5	0.0						100	96.5%	10.0	9.7
Learning on Track to Advanced		100.0	0.0						100	100.0%	2.5	2.5
<b>Reading</b>												
Learning on Track to Proficient		88.0	0.0						100	88.0%	10.0	8.8
Learning on Track to Advanced		100.0	0.0						100	100.0%	2.5	2.5
<b>2 Student Achievement (25)</b>												
<b>Mathematics</b>												
DC-CAS Proficient		77.3	10.4						100	74.7%	7.5	5.6
DC-CAS Advanced		18.2	0.0						50	36.4%	5.0	1.8
<b>Reading</b>												
DC-CAS Proficient		75.0	20.8						100	68.4%	7.5	5.1
DC-CAS Advanced		12.0	0.0						50	24.0%	5.0	1.2
<b>3 Gateway (10)</b>												
8th Grade Math Proficient		100.0	20.9						100	100.0%	10.0	10.0
<b>4 Leading Indicators (20)</b>												
Attendance		95.7	45.4						100	92.2%	10.0	9.2
Re-enrollment		73.0	36.3						90	68.3%	10.0	6.8
<b>5 Mission Specific (0)</b>												
Indicator 1 (TBD)		N/A										
Indicator 2 (TBD)		N/A										
Indicator 3 (TBD)		N/A										
Indicator 4 (TBD)		N/A										

#### Non-Academic Review

Finance, Governance, and Compliance are not included in calculation of the Academic Tier

#### 1 Finance

#### 2 Governance

#### 3 Compliance

DC Prep Public Charter School (Edgewood Elementary)  
 Accountability Plan Data Verification  
 2010 – 2011 School Year  
 Academic Performance

Student Progress		To be completed at end of school year	
Must assess all grades (PS-2), but do not have to have the same assessments/targets for all grades. Plan must have at least 2 student progress targets and no more than 3.		Results and Supporting Evidence	Target Met?
Performance Indicator & Assessment Tool	2010-2011 Target		
NWEA Measures of Academic Progress (3 <sup>rd</sup> )/MAP for Primary Grades (K-2 <sup>nd</sup> ) – Math	From the fall administration to the spring administrations, K-3 <sup>rd</sup> grade students will increase their NWEA MAP/MPG percentile by an average of at least 7 points.	DC Prep Edgewood Elementary achieved an average growth of 8 percentile points with a participation rate of 100% (246/246).	YES
PALS Letter ID (Preschool)	From the fall administration to the spring administration, preschool students will either master at least 21 letter IDs on PALS or will increase their scores by an average of at least 7 letters.	DC Prep Edgewood Elementary achieved an average growth of 11.9 letter identifications for 9.5% of Preschool students and an average of 25.4 letters identified for the remaining 90.5% of students (63/63 students participated).	YES
PALS Letter Sound (Pre-K)	From the fall administration to the spring administration, pre-K students will either master at least 24 letter sounds on PALS or will increase their scores by an average of at least 7 letters.	DC Prep Edgewood Elementary achieved an average growth of 14.1 letter sounds for 31.9% of Pre-K students and an average of 25.5 letter sounds for 66.7% of students (68/69 students participated).	YES

Student Achievement For 1 <sup>st</sup> and 2 <sup>nd</sup> grade; K is optional. Plan must have at least 1 student achievement target and no more than 3.		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
NWEA Measures of Academic Progress (3 <sup>rd</sup> )/MAP for Primary Grades (K-2 <sup>nd</sup> ) – Math	By the spring administration, 50% of K-3 <sup>rd</sup> grade students will score at or above the 40 <sup>th</sup> percentile.	DC Prep Edgewood Elementary achieved 58.9% of students scoring at or above the 40 <sup>th</sup> percentile with a participation rate of 100% (246/246).	YES
DIBELS (K-2 <sup>nd</sup> ) – Literacy	By the spring administration, 70% of K-2 <sup>nd</sup> grade students will score at the Benchmark level.	DC Prep Edgewood Elementary achieved 86.1% of students scoring at the Benchmark level with a participation rate of 99.4% (180/181).	YES
DC CAS Reading (3 <sup>rd</sup> )	3 <sup>rd</sup> grade students will achieve DC Prep's safe harbor target in Reading.	DC Prep Edgewood Elementary achieved 65% proficiency in DC CAS Reading with a participation rate of 100% (65/65).	YES

DC Prep Public Charter School (Edgewood Elementary) 2010 – 2011 Accountability Plan

Leading Indicators		To be completed at end of school year	
Plan must have at least 1 leading indicator target and no more than 2.		Results and Supporting Evidence	Target Met?
<b>Performance Indicator &amp; Assessment Tool</b> Average daily attendance (Preschool – Pre-K)	<b>2010-2011 Target</b> On average, students will attend school 88% of the days.	DC Prep Edgewood Elementary achieved 92.2% average daily attendance.  $\begin{array}{r} 21632 + 501 \\ \hline 24000 \end{array}$	YES
Average daily attendance (K-3 <sup>rd</sup> )	On average, students will attend school 92% of the days.	DC Prep Edgewood Elementary achieved 94.3% average daily attendance.  $\begin{array}{r} 42107 + 734 \\ \hline 45427 \end{array}$	YES

DC Prep Public Charter School (Benning Elementary)  
 Accountability Plan Data Verification  
 2010 – 2011 School Year  
 Academic Performance

		To be completed at end of school year	
		Results and Supporting Evidence	Target Met?
<b>Student Progress</b> Must assess all grades (PS-2), but do not have to have the same assessments/targets for all grades. Plan must have at least 2 student progress targets and no more than 3.			
<b>Performance Indicator &amp; Assessment Tool</b> 2010-2011 Target			
NWEA MAP for Primary Grades (K-1 <sup>st</sup> ) – Math	From the fall administration to the spring administrations, K-1 <sup>st</sup> grade students will increase their NWEA MAP/MPG percentile by an average of at least 7 points.	DC Prep Benning Elementary achieved an average growth of 17.2 percentile points with a participation rate of 100% (112/112).	YES
PALS Letter ID (Preschool)	From the fall administration to the spring administration, preschool students will either master at least 21 letter IDs on PALS or will increase their scores by an average of at least 7 letters.	DC Prep Benning Elementary achieved an average growth of 7.6 letter identifications for 19% of Preschool students and an average of 25.3 letters identified for the remaining 81% of students (63/63 students participated).	YES
PALS Letter Sound (Pre-K)	From the fall administration to the spring administration, pre-K students will either master at least 24 letter sounds on PALS or will increase their scores by an average of at least 7 letters.	DC Prep Benning Elementary achieved an average growth of 12.2 letter sounds for 41% of Pre-K students and an average of 24.9 letter sounds for 57.4% of students (60/61 students participated).	YES

Student Achievement For 1 <sup>st</sup> and 2 <sup>nd</sup> grade; K is optional. Plan must have at least 1 student achievement target and no more than 3.		To be completed at end of school year	
		Results and Supporting Evidence	Target Met?
<b>Performance Indicator &amp; Assessment Tool</b>	<b>2010-2011 Target</b>		
NWEA MAP for Primary Grades (K-1 <sup>st</sup> ) – Math	By the spring administration, 50% of K-1 <sup>st</sup> grade students will score at or above the 40 <sup>th</sup> percentile.	DC Prep Benning Elementary achieved 60.7% of students scoring at or above the 40 <sup>th</sup> percentile with a participation rate of 100% (112/112).	YES
DIBELS (K-1 <sup>st</sup> ) – Literacy	By the spring administration, 70% of K-1 <sup>st</sup> grade students will score at the Benchmark level.	DC Prep Benning Elementary achieved 80.4% of students scoring at the Benchmark level with a participation rate of 100% (112/112).	YES

Leading Indicators Plan must have at least 1 leading indicator target and no more than 2.		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
Average daily attendance (Preschool – Pre-K)	On average, students will attend school 88% of the days.	DC Prep Benning Elementary achieved 94.2% average daily attendance.  21070 + 988 <u>23419</u>	YES
Average daily attendance (K-1 <sup>st</sup> )	On average, students will attend school 92% of the days.	DC Prep Benning Elementary achieved 95.5% average daily attendance.  19738 + 665 <u>21359</u>	YES



CHAMPIONING CHANGE ★ CHANGING LIVES

August 10, 2011

Emily Lawson  
Founder & CEO  
DC Prep  
707 Edgewood Street, NE  
Washington, DC 20017

Dear Emily,

I am delighted to write a letter in support for your application to the Department of Education's Charter School Program. Having looked through the program guidance, I know that DC Prep exemplifies the Department's definition of a high-quality CMO. DC Prep's plans to expand, and the Charter School Program's priority in this RFP, are perfectly aligned. I am thrilled that you are applying.

At Fight For Children, we are working to ensure that low-income children in Washington receive a great education. We believe that all children can achieve to high levels and that a great education gives children the tools they need to become successful adults. These same values drive the great work that is going on at DC Prep. Fight For Children was honored to present DC Prep's Edgewood Middle Campus with a Champion of Quality award this spring in recognition of the school's outstanding student achievement and the faculty's sophisticated use of data to ensure a tailored instructional program for every child. We are excited to facilitate the sharing of those highly effective practices with other educators across the city.

The educational model that you and your team have developed has yielded tremendous results for students. DC Prep has already positively affected the life trajectories of hundreds of students in Washington. And your expansion plan is detailed and thoughtful – with DC Prep's signature emphasis on growth with quality. It is very exciting to think about the impact DC Prep will have on the educational landscape in Washington as you grow to ten campuses over the next decade.

DC Prep is making a huge difference to children in our city's most under-resourced neighborhoods. In support DC Prep's growth, the Charter School Program will enable hundreds more to learn and grow in the "DC Prep Way". I offer my strongest support for your application.

With warm regards,

A handwritten signature in cursive script that reads "Michela English".

Michela English  
President and CEO

1726 M Street NW, Suite 202  
Washington, DC 20036  
Main 202.772.0400  
Fax 202.772.0401  
[www.fightforchildren.org](http://www.fightforchildren.org)



August 9, 2011

Mr. Le Roy Eakin III  
Board Chair  
DC Prep Public Charter School  
4800 Hampden Lane, Suite 300  
Bethesda, MD 20814

Dear Mr. Eakin:

This letter will confirm that DC Prep Public Charter School operates under a charter agreement executed with the District of Columbia Public Charter School Board ("DCPCSB") dated July 15, 2003, issued with a fifteen year initial term. DCPCSB is the charter authorizer for DC Prep Public Charter School and provides ongoing oversight for regulatory compliance, academic achievement, financial viability, and effective governance, for which its Board is accountable.

DC Prep Public Charter School is in its ninth year of operation, was granted full continuance during its most recent Charter Review, and has been in compliance with the terms of its charter agreement.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Jones", with a long horizontal flourish extending to the right.

Brian Jones  
Chair

**Emily K. Lawson**

47 West Lenox Chevy Chase, MD 20815  
 (202) 329-5231 (cell) • elawson@dcprep.org

**Experience**

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**DC PREPARATORY ACADEMY PUBLIC CHARTER SCHOOLS**

Washington, DC

*Founder and CEO*

2002-present

Founded and built award-winning network of three public charter schools in Northeast Washington serving 1,000 students with 150 employees. Students have demonstrated impressive growth and organization is recognized as one of the leading charter management organizations in the city. DC Prep has been featured in The Washington Post and on The NewsHour with Jim Lehrer, and has attracted funding from national foundations. DC Prep plans to create seven additional elementary and middle campuses that will provide high-quality education to more than 3,000 students in under-served areas of the city.

- Organized founding group to apply for and secure charter, authored application, formed community partnerships, assembled Board, raised start-up funding, recruited and managed staff and volunteers.
- Hired and manage leadership team and report to the Board of Directors.
- Developed skills in management and leadership, hiring, fundraising, real estate development.
- Completed the Broad Foundation's Associate Residency in Urban Education.

**NEW MOUNTAIN CAPITAL**

New York, NY

*Associate*

2000-2002

One of seven professionals of \$770M private equity fund focusing on education and health care. Evaluated investment opportunities in K-12 education, online learning, postsecondary education and other industries. Performed financial analysis and managed legal and accounting due diligence for \$115M investment in Strayer Education Inc., a public provider of postsecondary education to working adults. Worked extensively with Strayer's CEO to forecast earnings, develop strategy and online program.

**VICTORY SCHOOLS**

New York, NY

*Vice-President, Operations*

1999-2000

One of first five employees of charter school management company. Coordinated the start-up of Victory's first school, Sisulu Children's Academy, in Harlem, and worked with Principal, teachers and Board to monitor school's progress. Left to participate in CEO's private equity firm, New Mountain Capital.

**THE BOSTON CONSULTING GROUP**

Boston, MA

*Associate*

1993-1996

Advised companies and non-profits. Areas of focus included health care strategy, reengineering and urban economic development. Worked with client teams in Mexico and Brazil for one year. Received highest possible bonus all years.

## Additional Experience

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**KAPLAN EDUCATIONAL CENTERS** Philadelphia, PA  
*Program Manager, Kaplan Learning Services* Summer 1998

Set up and managed \$300K multi-site summer program serving 800 students at nine urban high schools. Program first in Philadelphia and fourth ever for this new division of Kaplan. Hired and supervised 45 summer staff, including ten direct reports. Managed relationships with principals and local partners, and coordinated staff training, site preparation, payroll and program evaluation.

**ACADEMY OF THE PACIFIC RIM PUBLIC CHARTER SCHOOL** Boston, MA  
*Member, Start Up Team* Summer 1997

Worked with Founding Director and teachers of new charter middle school to prepare for school opening in Fall 1997. Managed six week remedial program for 30 entering students. Designed and coordinated academic program, student selection, staff training, food service, and events.

## Education

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**HARVARD UNIVERSITY -** Boston, MA  
**GRADUATE SCHOOL OF BUSINESS ADMINISTRATION** 1997-1999  
*Master in Business Administration with Distinction, 1999*

In year-long, McKinsey-supervised field study, analyzed success of, and recommended improvements to, Edison Schools and Boston Renaissance Public Charter School partnership.

**HARVARD UNIVERSITY -** Boston, MA  
**JOHN F. KENNEDY SCHOOL OF GOVERNMENT** 1996-1999  
*Master in Public Administration, 1999*

Coursework in education and social policy. Sixth grade math teacher at Boston after-school program (devoted ~15 hours per week for one school year).

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL** Chapel Hill, NC  
*Bachelor of Arts in Economics and History with Highest Distinction, 1993* 1989-1993

Phi Beta Kappa. Morehead Scholar (four-year, full-expense, merit scholarship awarded for scholarship, leadership and character). Received Highest Honors for Economics thesis. Selected from over 15,000 undergraduates for the 1991 House Chancellor's Award for service to the University and community. Founding member and head of pilot program of UNC service-learning program.

## Personal

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Proficient in Spanish. Enjoy hiking, travel and reading. Native of Washington, DC.

# WENDY SCOTT

4716 6<sup>th</sup> Place, NE  
Washington, DC 20017  
(202) 526-6481  
[wenscott@gmail.com](mailto:wenscott@gmail.com)

## EXPERIENCE

### DC PREPARATORY ACADEMY

#### Director of Compliance & Technology / Broad Resident

Washington, DC

June 2008 – Present

Manage compliance and governance processes to achieve excellent results and high performance on the non-academic components of the chartering authority's accountability process; monitor campus operations to ensure federal and state compliance in student attendance and enrollment, staff regulations, special education, National School Lunch Program, student health, Highly Qualified Teachers, and No Child Left Behind mandates. Serve as administrator for DC Prep's information technology infrastructure, including hardware, software, and student information and academic systems; oversee all technology-related procurement, inventory, administration, planning, implementation, and support. Work with cross-functional Home Office and school leadership to collect, analyze, report, and use data for decision-making, planning, and organizational management.

### DELOITTE CONSULTING, LLP

#### Manager, Government Charge Card Programs

Washington, DC

September 2005 – June 2008

Supported management, administration, and oversight of a government-wide charge card program consisting of more than 3 million cardholders and \$26.5 billion in charge card spend, through improved processes and controls to help meet program management objectives. Developed training for prospective and existing cardholders and approving officials; conducted cardholder and approving official reviews to detect anomalies and potential card fraud, waste and abuse; and augmented the development, coordination and administration of program reporting, performance metrics, spend analysis, and customer surveys. Performed assessments with respect to the requirements of OMB Circular A-123 Appendix B, including charge card management plans, risk management, refund management, strategic sourcing, purchase compliance, and tax exemption and recovery. Led multiple project tasks including transition planning, business case development, contract review, and contractor bank communication.

### CITI@CARDS, CITIGROUP, N.A.

#### Summer Associate, Credit Line Strategy

New York, NY

May 2004 – August 2004

Evaluated and provided strategic direction on credit line increase and pricing programs that generated increased EBIT potential. Analyzed behavior of 1 million Citi® credit card customers in response to credit line increase program offers, and measured program impact on profit and loss (P&L) metrics to identify opportunities for profitability.

### ACCENTURE

#### Consultant, Customer Relationship Management Systems

Reston, VA

October 2000 – May 2002

Identified issues preventing conversion of a communication client's customers to a new combined billing and ordering customer relationship management (CRM) system. Analyzed \$60 million monthly revenue results to determine status of converted revenue for 3,500 customers and incorporated analysis into revenue conversion strategy. Developed scenario-building models to determine affect of potential alternative revenue conversion plans. Created database requirements for a wireless company's new customer billing system conversion effort. Designed mapping tool that enabled 10 business areas to identify 95% of data requirements for new billing system's database.

### PRICEWATERHOUSECOOPERS, LLP

#### Analyst, Federal Banking and Finance Agencies

Arlington, VA

July 1999 – September 2000

Performed reporting functions and analysis of team sales, costs, and new business development opportunities. Managed audit and reconciliation processes for team account valued at \$15 million per month in financial activity. Researched accounts receivable and net unbilled discrepancies in order to assess revenue and profitability trends.

## EDUCATION

### HOWARD UNIVERSITY, School of Business

Master of Business Administration (MBA), Finance

Washington, DC

May 2005

### UNIVERSITY OF PENNSYLVANIA, College of Arts and Sciences

Bachelor of Arts (BA), International Relations

Philadelphia, PA

December 1998

## ADDITIONAL INFORMATION

- The Broad Residency for Urban Education, August 2008 – May 2010
- Board of Directors, The Friends of Emery, Washington, DC, October 2009 – Present
- Board of Trustees, Vice-Chairman of Finance, St. Mark's Baptist Church, Washington, DC, January 2006 – Present

**KATIE MARIE SEVERN**

777 Hobart Place NW \* Washington DC, 20001 \* 202-546-2789 \* C 202-213-9145  
[ksevern@seedschooldc.org](mailto:ksevern@seedschooldc.org)

**QUALIFICATIONS SUMMARY**

- Dedicated and capable education administrator with experience in public and public charter schools.
- Proven commitment to urban education with a concentration on increased student achievement for all learners.
- Extensive experience in the observation and supervision of instruction, curriculum development, interim assessments, team reformation, and results-oriented, strategic planning.
- Dynamic instructional leader using data to drive school-wide improvements.

**PROFESSIONAL EXPERIENCE****SEED PUBLIC CHARTER SCHOOL, Washington DC****Principal**

June 2006—Present

Member of administrative team leading the nation's first ever public, urban boarding school, offering a college-preparatory education, community-service learning opportunities, and social-skills development to 300 culturally diverse, high poverty students.

- Lead school's leadership team to coach teachers through intensive supervision in the areas on management, curriculum, assessment, and communication to bolster instruction and improve classroom environments, resulting in positive learning environments, more rigorous instruction, and gains in student performance.
- Introduced and implemented new schoolwide behavior management system focused on positive behavioral intervention and social skill instruction; aligned the system to the school's Life Skills curriculum and used both in tandem to lower office referral rates by 30% and improve instructional time on-task and student achievement across classrooms.
- Collaborated with Literacy Coordinator to adopt a balanced literacy model, partnering with high-performing schools in New York City to help support SEED's implementation; coordinated fundraising and grant efforts to purchase books for leveled classroom libraries in the amount of \$6,000.

**Assistant Principal**

Aug 2004-June 2006

- Lead middle school math department in analyzing student performance data to reassess the effectiveness of instructional practices and to re-teach particular content in order to increase student achievement and decrease retention rate. Collaborative efforts resulting in 11% increase in test scores in six weeks.
- Design and facilitate weekly professional development sessions, focusing on using assessment to drive instruction and employing sound literacy strategies to help support students in a standards-based educational setting, for forty faculty members.
- Write interim assessments for math and English classes, grades 7 -12, to be administered and scored collaboratively every six weeks. Facilitate professional development session to analyze the student performance data after each test administration cycle in order for teachers to use the data to modify instructional design and practice.
- Lead department chair team in selecting a program to refine and strengthen the school's current curriculum; program selection resulting in providing a three-day, \$10,000 training session for all staff members.
- Encourage leadership team to revise and improve the school's teacher evaluation system to include multiple data sources to reference when assessing teacher performance.
- Organize and facilitate weekly community meetings with students to recognize members of the community for positive contributions in order to improve the overall culture of the learning environment
- Chair the Teacher Assistance Team, a group of administrators, teachers, and related-service providers that discuss the strengths and needs of students struggling in the academic program; work as a team to brainstorm and implement strategies and interventions to help those students experience more academic success, train teachers to use the strategies with the students, monitor the implementation and effectiveness of the strategies, and use the assessment of the strategy to modify the interventions provided and drive the creation of next steps to better support the success of students.

**Special Education Coordinator**

July 2003-June 2004

- Supervised the collaborative planning and instruction of four special education teachers and their general education counterparts.
- Built relationships with community members to locate available opportunities and resources to enhance the educational program for students with special needs, resulting in ten scholarships for students to attend specialized academic summer programming, and/or participate in internships, across the country.

- Reformed department, shifting the model from a substantially separate, self-contained vision of special education to a full inclusion program with skilled co-teachers providing direct services to students in general education classrooms.
- Grew the size of the department from one special education teacher to six special educators in order to support students with special needs in inclusion classrooms.
- Participated in administrative level planning to frequently push the development and improvement of services provided to students with special needs, resulting in the creation of a partnership program with Urban Alliance to provide five eligible students with professional work experience.
- Administered annual assessment (Kaufman Test of Education Achievement) to all forty students with special needs, analyzed the results, and used the data to plan for individualized student programming.

**Special Education Teacher**

June 2002-June 2003

- Engaged in effective collaborative teaching to provide 7<sup>th</sup> grade students, with below grade level skills, intense literacy intervention, two periods daily.
- Served as a special education co-teacher in four classrooms, across grade levels, adapting instruction to support the success of all learners.
- Trained general educators on how to implement various modifications and accommodations in the classroom to support students and increase student achievement.

**NEW LEADERS FOR NEW SCHOOLS, Washington DC****Resident**

July 2004-June 2005

Member of New Leaders for New Schools, an organization specializing in the recruitment and preparation of effective urban school leaders who are focused on academic excellence for all children. One of 60 candidates selected from a pool of 1,000 applicants to serve students in urban schools.

- Participated in intensive academic program, taught by nationally recognized faculty, which utilizes case-based teaching methods to develop strong leadership skills
- Served a one-year residency as a member of the leadership team at a 7-12 grade urban school, functioning as a core administrator in the school building.
- Receive on-going mentorship and support from expert principals

**REAGAN HIGH SCHOOL, Houston, Texas****Special Education Teacher**

2000-2002

High School committed to education reform, restructuring from a traditional, comprehensive public high school to a school serving diverse youth in a small learning communities model. Placed at Reagan through Teach for America; selected from among 4,000 candidates to serve as one of 900 Teach for America teachers in low-income, urban schools.

- Instituted a project-based English curriculum to engage and challenge 9<sup>th</sup>-12<sup>th</sup> grade students with language- and emotional-based disabilities; used innovative methods to produce effective learning experiences that built student confidence and increased student achievement
- Initiated, planned, and implemented service learning projects, including the development of a peer tutoring program and the creation of a school mural with assistance from a local artist.
- Partnered with general education teachers across the school to analyze standardized test data and created action plans for addressing areas of growth revealed through the data; collaborative efforts resulted in a 21% increase in reading scores on the Texas Assessment of Academic Skills (TAAS).

**EDUCATION**

Trinity College, Washington DC, M.S.A., Educational Administration	2005
University of St. Thomas, Houston, TX, graduate hours, Special Education	2001
Grinnell College, Grinnell, IA. B.A., Sociology, Honors, Phi Beta Kappa	2000
Augsburg College, Windhoek, Namibia, Junior term abroad, Women in Development	1999

**AWARDS/HONORS**

Houston Independent School District New Teacher of the Year, nominated 2000  
 Special Education Teacher of the Year, nominated 2001  
 Teacher of the Year, nominated 2001  
 Sue Lehmann Excellence in Teaching Award, Finalist 2001  
 Kirk Van Rooyan Honor G Scholastics Award to the female athlete with the highest GPA  
 Harold Fletcher Award for the highest GPA in the social sciences division  
 Manford Kuhn Award for first place at the Iowa Sociological Association Annual Meeting

**DEBORAH A. HANMER**

deborah.hanmer@gmail.com

110 Clark Street  
Belmont, MA 02478  
617-823-8833

7811-13<sup>th</sup> St., NW  
Washington, DC 20012  
After June 1, 2008

**PROFESSIONAL EXPERIENCE****Boston Collegiate Charter School**

July 2003-Present

**Dean of Administration**

Boston, MA

- Coordinates with Middle and High School Principals to create and manage teacher, student, and classroom schedules
- Manages administrative staff, including Technology Coordinator, Program Director, School Nurse and administrative assistants
- Supports the administration of special education services
- Manages the administration of academic and extra-curricular after school programs
- Manages the hiring and training of substitute teachers
- Responsible for the administration of all standardized tests
- Oversees the completion of all district/ school-wide government reporting and compliance
- Assists in hiring school staff and the presentation of new staff orientation
- Serves as Title I Director and NCLB Coordinator

**Program Director**

- Served as Family Liaison
- Responsible for the recruitment and enrollment of all new students
- Delivered information sessions in city neighborhoods to recruit new students and teachers
- Organized and delivered annual New Family Orientations and Returning Family Orientations
- Facilitated community partnerships with local organizations for enrichment and extra-curricular programs
- Responsible for securing volunteers for school day and after-school programs
- Organized and served as the school liaison to the Family Involvement Group
- Managed the school's transportation, food services and uniform contracts
- Maintained the Weekly Family Update Newsletter and e-mail
- Organized annual city-wide charter school showcase for over 500 families

**Unisys Corporation, Federal Services Group**

June 2001-July 2003

**Experienced Consultant**

Washington, DC

- Worked on projects to improve the operations of federal, state and local government agencies
- Conducted research to solicit private foundations in the funding of professional services for distressed city governments

**Organizational Restructuring**

- Assessed the organizational structures for a local public school system
- Created and revised position descriptions for more than 1,000 positions

**Workload Measurement**

- Managed a study of fifty federal employees to document time allocation for individual employees and various divisions to ascertain "peaks and valleys" in the workflow of budget and accounting professionals
- Conducted interviews and focus groups to validate information provided by individuals with management

Page 2 Deborah A. Hanmer

**Good Shepherd Services**

June 1999-July 2000

**Development Assistant**

New York, NY

- Assisted the Development Office through fundraising support for grant proposals for foundation and corporate support for a city-wide youth and family services non-profit
- Assisted in the writing and production of donor newsletters, appeals, fundraising journals and related publications
- Managed the implementation of a new fundraising database for the Development Office

**OTHER RELATED EXPERIENCE**

**Tutoring Plus**

September 2004-May 2005

**Middle School Site Manager**

Cambridge, MA

- Managed an after-school program with 20 students for tutoring support
- Supervised 10-15 volunteer tutors on a weekly basis
- Developed schedules for the tutoring time
- Developed individualized behavior and academic plans for students

**PRESENTATIONS & PROFESSIONAL ASSOCIATIONS**

- Project for School Innovation Associate Presenter: Learning After School- A Step-by-Step Guide to Providing an Academic Safety Net and Promoting Student Initiative
- Panelist at Boston Public Schools' professional development training for Family and Community Outreach Coordinators
- Annual presenter on Family Involvement and Customer Service Best Practices to emerging charter school leaders hosted by Building Excellent Schools
- Treasurer, Black Alumni of Dartmouth

**EDUCATION**

**Cambridge College**

Master of Education in School Administration

May 2008  
Cambridge, MA

**Maxwell School of Citizenship and Public Affairs, Syracuse University**

Master of Public Administration  
Concentration: Social Welfare Policy

June 2001  
Syracuse, NY

**Dartmouth College**

Bachelor of Arts in History  
Concentration: Latin American and Caribbean Studies

June 1999  
Hanover, NH

**Rebecca Ann Yerman**

3417 University Boulevard West #304  
Kensington, Maryland 20895  
(301) 933-2665  
byerman4252@yahoo.com  
SSN: 171-66-7453

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**EDUCATION**

Candidate for Doctoral Degree in Special Education  
The George Washington University, Washington, DC, expected 2009  
GPA: 3.9

Masters Degree, Elementary Education with a focus on curriculum and instruction  
Arizona State University, Tempe, Arizona, 2003  
GPA: 4.0

Bachelor of Arts, University Scholar with a major in Art History  
University of Dayton, Dayton, Ohio, 2000  
GPA: 3.69

University Student Exchange Program  
John Cabot University, Rome, Italy, 1999

**LICENSURE**

Post Graduate Professional Teaching Certificate, grades PreK-6, Virginia, valid through 2008 and renewable  
Special Education Conditional Licensure, grades PreK-12, Virginia, valid through 2008

**PROFESSIONAL EXPERIENCE**

Special Education Coordinator: 2007 to present, full-time contracted  
KIPP DC: AIM Academy, Washington, DC

**Administrative Responsibilities:**

- Collaborate with general education teachers to provide an inclusive model for special education students
- Coordinate with outside service care providers to meet the needs of special education students
- Communicate with administration regarding instructional and discipline issues with special education students
- Monitor and oversee the compliance of caseloads for students in grades five, six and seven
- Supervise and provide instructional support for a team of two special education teachers
- Collect and manage student data to monitor student progress on individualized education plan (IEP) goals
- Lead IEP, child study, and special education eligibility meetings with parents and staff members
- Plan, prepare and deliver professional development for general and special education teachers

**Instructional Responsibilities:**

Rebecca Yerman, 171-66-7453

- Plan instruction to meet student IEP goals
- Utilize functional behavior analysis to implement intervention plans for students with behavioral and emotional needs
- Teach core subjects and social and behavioral skills
- Differentiate instruction and assessments to accommodate students with special learning needs
- Collaborate with staff members to inform parents about student progress
- Plan and co-teach with general education teachers

Special Education Teacher: 2005 to 2007, full-time, contracted position

Anthony T. Lane Elementary School, Fairfax County Public Schools, Alexandria, Virginia

Instructional Responsibilities:

- Planned, implemented, and managed students' individualized education plans
- Implemented alternative assessments for accountability measures
- Led IEP, screening, child study, and special education eligibility meetings with parents and staff members
- Taught language arts, math, social and behavioral skills, and social studies
- Differentiated instruction and assessments to accommodate students with special learning needs
- Communicated with parents and colleagues about student progress
- Planned and co-taught math and social studies with general education teachers

Additional Responsibilities:

- Collaborated with other member of the school improvement team to create and implement school improvement plan based on analysis of student test scores
- Managed and implemented a behavior support intervention program for students who demonstrate persistent challenging behaviors

First Grade Teacher and Fourth Grade Teacher: 2003 to 2005, full-time, contracted position

Fairfax Villa Elementary School, Fairfax County Public Schools, Fairfax, Virginia

Responsibilities:

- Instituted school-wide reforms in language arts in collaboration with the school improvement team
- Taught reading, math, social studies, language arts and community building
- Assessed student performance and delivered feedback to parents and students
- Partnered with colleagues to plan curriculum, prepare lessons, and create materials
- Incorporated English language learning strategies into daily lessons
- Conducted after-school social studies tutoring

Second Grade and Sixth Grade Teacher: 2001 to 2003, full-time contracted position

Laveen Elementary School, Laveen Elementary School District, Laveen, Arizona

Responsibilities:

- Differentiated instruction to accommodate English learners and students with speech difficulties and learning disabilities
- Led members of school improvement committee to institute school-wide reforms
- Presented information about school improvement plan to school board and parents
- Conducted after-school literacy tutoring
- Directed an after-school Native American tutorial and enrichment program
- Led an after-school art club

Rebecca Yerman, 171-66-7453

## ADVANCED PROFESSIONAL DEVELOPMENT

Summer Intern, 2005

Fairfax County Public Schools, Office of Special Services

Responsibilities:

- Assisted in preparing material for positive behavior support program (PBS) teacher trainings
- Coordinated and aggregated data from pre- and post-program implementation surveys and created reports for school PBS teams
- Created end-of-the-year reports for school board personnel based on data from surveys and needs assessments
- Prepared a written explanation of the components of the PBS program and a summary of the implementation process

Summer Intern, 2004

Fairfax County Public Schools, Office of Assessment and Summer School

Responsibilities:

- Disaggregated Standards of Learning test scores for students found eligible for special education
- Examined the Virginia Alternate Accountability System test scores by content area and type of disability
- Analyzed longitudinal student test data to determine trends across grade levels and disabilities and provided a written report of the results to stakeholders

## PRESENTATIONS

R. Yerman with S. Reheard. Response to Intervention. Professional development for special education teachers, KIPP Special Education Retreat, Washington, DC, February 2007.

R. Yerman. Overview of Specific Reading Problems. Professional development for special education teachers, KIPP Special Education Retreat, Washington, DC, February 2007.

R. Yerman with G. Connor, and K. Craig. Introduction to special education. Professional development for general education teachers, KIPP DC: AIM Academy, Washington, DC, August 2007.

R. Yerman. Multiculturalism and teacher preparation. Poster presentation at the George Washington University Marketplace of Ideas in Education. Washington, DC, March 2004.

## HONORS AND AWARDS

Educational Specialist Leadership Training Grant Academic Scholarship, 2004

Golden Key National Honor Society, 1999

University Scholars' Program, 1999

Dean's List for seven semesters, 1996 to 2000

University of Dayton Leadership Award, 1996

Summary Presentation of Consolidated Model  
All Schools and Home Office



Operational Year of the Organization	9	10	11	12	13	14
Fiscal Year Ending	2012	2013	2014	2015	2016	2017
School Year	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17

Number of Schools	3	4	6	6	7	7
Total Schools						
Total New Schools	0	1	2	0	1	0

Students and School Staff	986	1203	1476	1665	1984	2229
Total Students						
Total FTEs	133	155	189	214	250	279

CONSOLIDATED MODEL  
Assumes 3% inflation

Fiscal Year	2012	2013	2014	2015	2016	2017
Campuses	3	4	6	6	7	7
Students	986	1203	1476	1665	1984	2229
Per-Pupil Revenue \$	14,671,534	18,218,405	23,680,638	28,318,181	34,137,212	38,994,669
Other Public Revenue \$	949,795	1,165,270	1,468,802	1,692,939	2,048,118	2,349,245
Private Revenue <sup>1</sup> \$	2,009,932	1,982,825	1,346,016	1,245,874	1,213,600	2,819,393
<b>Total Revenue \$</b>	<b>17,631,261</b>	<b>21,366,500</b>	<b>26,495,455</b>	<b>31,256,994</b>	<b>37,398,931</b>	<b>44,163,307</b>
Staff-related Expense \$	11,477,245	14,326,897	17,557,633	20,536,149	24,068,980	27,430,215
Occupancy Expense \$	1,370,263	1,979,147	2,800,947	3,409,331	4,428,462	5,261,988
Direct Student Expense \$	1,445,183	1,775,594	2,222,997	2,559,454	3,108,663	3,561,372
Other Add'l Expense \$	1,456,330	1,800,530	1,867,743	2,140,605	2,595,897	2,958,093
Contingency \$	396,807	482,889	592,061	694,908	825,542	936,669
<b>Total Operating Expense \$</b>	<b>16,145,827</b>	<b>20,365,059</b>	<b>25,041,401</b>	<b>29,340,447</b>	<b>35,027,545</b>	<b>40,148,336</b>
<b>Net Operating Income \$</b>	<b>1,485,434</b>	<b>1,001,442</b>	<b>1,454,054</b>	<b>1,916,547</b>	<b>2,371,386</b>	<b>4,014,971</b>
Depreciation and Amortization Expense \$	241,434	246,262	251,187	256,211	261,335	266,562
Interest Expense \$	416,071	445,303	491,062	479,020	481,169	483,435
<b>Net Income \$</b>	<b>827,930</b>	<b>309,876</b>	<b>711,805</b>	<b>1,181,316</b>	<b>1,628,881</b>	<b>3,264,974</b>
Total Cash Flow Adjustments \$	(598,151)	(553,735)	(403,918)	(541,188)	(515,066)	(918,573)
<b>NET CASH FLOW \$</b>	<b>229,779</b>	<b>(243,859)</b>	<b>307,886</b>	<b>640,128</b>	<b>1,113,815</b>	<b>2,346,401</b>

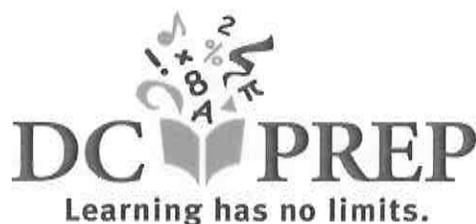
<sup>1</sup> Includes private fundraising.

**Home Office Functional Areas**

<b>FUNCTIONAL AREA</b>	<b>RESPONSIBILITIES</b>	<b>PERSON RESPONSIBLE</b>
<b>Overall Management</b>	Oversight of all business, personnel, and governance functions	Founder & CEO
<b>Academics</b>	Supervision of Principals	Chief Academic Officer
	Supervision of Deans of Student Support	Director of Student Support
	Supervision of Special Education Programs	Director of Special Education
<b>Data and Assessment</b>	Management of student academic data	Assessment Associate
<b>Finance &amp; Accounting</b>	Budget forecasting and all financial oversight	Chief Operating Officer
	Accounting services and A/P functions	GoldStar Group
<b>Facilities</b>	Identify and coordinate renovation of school facilities	Chief Operating Officer
	Day-to-day building operations	School Operations Managers
<b>Vendor Management</b>	Negotiate vendor contracts across sites	Chief Operating Officer
	Manage day-to-day vendor contact	School Operations Managers
<b>Talent</b>	Manage teacher recruitment and hiring	Chief Talent Officer
	Manage teacher retention	<ul style="list-style-type: none"> <li>• Talent Recruiter</li> <li>• Talent Recruiter (.5 FTE)</li> </ul> Director of Talent Strategy
<b>Student Enrollment</b>	Manage student recruitment including enrollment paperwork	Enrollment Associate
<b>Communications &amp; Marketing</b>	Production of all marketing & informational materials; website	Director of Resource Development
<b>Fundraising</b>	Coordination of all philanthropic activities	Director of Resource Development
<b>Compliance</b>	Manage all compliance requirements including the PCSB and OSSE	Director of Special Projects
<b>Technology</b>	Manage technology needs and provide training and troubleshooting	Director of Technology
<b>Alumni Support</b>	Ensure alumni maintain college trajectory, graduate high school, and enroll in college	Director of Alumni Support <ul style="list-style-type: none"> <li>• Alumni Support Counselor</li> </ul>

**BOARD OF DIRECTORS**

<b>BOARD MEMBER</b>	<b>AFFILIATION</b>	<b>EXPERTISE</b>
Terry Eakin, Chair	President, EYA; Former Chair, DC Charter School Resource Center	Real estate, management, fundraising, DC charter movement
Joe Bruno, Treasurer	President, Building Hope	Finance, facilities, local politics
Arthur McKee, Secretary	Managing Director, Teacher Preparation Studies, National Council on Teacher Quality	Education, non-profit management
Bobby Baldwin	Parent of a DC Prep Student; Business Analyst	Community perspective, business, education
Katherine Boone	Director, Boone Family Foundation	Philanthropy
Michela English	President and CEO, Fight for Children	Management, business operations, governance
Lisa Dixon	Parent of two current DC Prep students and one alumna	Community perspective, marketing, education
Patrick Gross	Chairman, The Lovell Group Founder, American Management Systems	Business and business growth, management
Deborah McGriff	Partner, NewSchools Venture Fund	National education reform, CMO best practices
Carol Pensky	Co-Founder, Women's Leadership Forum, DNC	Fundraising, non-profit management
Jay Powell	Managing Director, Global Environmental Fund	Finance, fundraising
Eric Price	Former Deputy Mayor for Economic Development	Real estate, local politics
Valerie Rockefeller Wayne	Special education teacher; Philanthropist	Philanthropy, education, governance



## VISION, MISSION, AND VALUES

### Our Vision

*Every child will be prepared academically and socially for a successful future.*

### Our Mission

To bridge the educational divide in Washington, DC by increasing the number of students from urban communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

### Our Values

- **Results for students, first and foremost.** Every action and every decision is examined through this lens. If we follow this path, will it lead our students to a great destination? If we make this choice, will it give them a brighter future?
- **Good minds *and* good hearts – inextricably linked.** We believe that character counts. We teach it and we model it. We maintain integrity in all matters and are genuine in all interactions. We treat our students, their families, and each other with honesty, kindness, and respect.
- **Excellence, always.** We strive to do our very best, to give the most we can. We are committed to excellence in every task, no matter how large or small. We know that we will not always hit the mark, but we will always aim high. We hold ourselves accountable for our failures as well as our successes.
- **Reflection and refinement – every day.** We are continuous questioners, always seeking to improve. Is what we are doing working? Is there a better way? We never rest on our laurels.
- **Optimistic determination.** We know this is hard work, but we are confident that we can achieve the goals we have for our students and for our organization. We believe in persistence, daily effort, and strive to be purposeful and strategic. Every day we are inspired by our students, their potential, and our responsibility to them.
- **Generosity and humor.** We trust and support each other. We believe in having fun, celebrating often, and laughing a lot.

## CORE PRINCIPLES AND PRACTICES: COMMON ACROSS CAMPUSES

The following are key elements of the DC Prep Way that are consistent across all campuses and age groups.

### **Student Attendance, Punctuality, Uniform**

Students are expected to come to school on time, every day, in full uniform. These expectations are presented thoroughly to parents and to students along with the detailed steps that school staff will take when students do not comply with these expectations.

### **Greetings**

Every student receives a welcoming greeting upon arrival to school each morning. Students are also greeted upon arrival at each new classroom.

All telephone calls to the campuses are answered in a warm and respectful manner, and with a purposeful and energetic greeting. Upon entering the building, visitors to each DC Prep Campus are greeted with an individualized, professional, and friendly welcome from the front desk staff. Each classroom has a student greeter who welcomes visitors with a firm handshake, good eye contact, and a “Loud and Proud” greeting.

### **Hallways and Common Areas**

The school entrance area emphasizes the mission and vision of DC Prep. Hallways and common areas are in good condition, clean, and litter-free. Bulletins boards are current and engage the viewer in DC Prep’s high standards. All adults are focused on the students, the work, and the mission, and there is a sense of strong, engaged, student-centered leadership in the cafeteria, hallways, and common areas at key times. Adult interaction with students in the common hallways is positive, effective, and efficient.

Students are silent and purposeful when in the hallways. They walk in lines quietly, without requiring much redirection, and know where they are going. Students alone in the hallways have passes and are purposeful in their activity. DC Preppies in 3rd through 8<sup>th</sup> grade have their silent reading books with them at all times, including all transitions.

### **Classroom Setup**

The classroom is student-centered, organized, and litter-free. The set-up and decorations welcome and engage both students and visitors, and there is outstanding, current, standards-based student work adorning the walls. All activities are linked to the posted Objective.

### **Classroom Culture**

All students are engaged in learning for every minute of the class, and are in learner’s position when appropriate for the instructional method being used. Classroom culture is respectful and positive student contributions are recognized and rewarded. Assignments and conversations create learning opportunities that encourage and facilitate student success, and require ALL students to interpret information and draw conclusions.

Prep Ed or Project CLASS language and strategies are evident and classroom routines are followed right away by all students without a lot of explanation or redirection from the teacher. Disruptions to learning are not permitted and are addressed immediately with the least invasive form of correction. Transitions are quick and seamless, rarely taking more than 10-20 seconds. If required, teachers follow DC Prep policy in consequenceing students.

*Techniques to Reinforce  
Learner's Position*

- Prep Up
- SLANT
- STAR

### **Common Language, Chants, and Sayings**

There are common DC Prep sayings, mottos, and chants in use across the campuses and across the classrooms. Examples include the following:

#### *Common Phrases*

- When you look your best, you feel your best, and you do your best.
- Successful people are always on time.
- Clear eyes, full hearts – can't lose.
- Focus on the future
- Grades/dollars are earned, not given
- Do the RIGHT Thing!

#### *Student Chants*

- (Call and response) Who are we? – DC Preppies! (x2)  
(Call and response) Why are we here? – To go to college! (x2)  
(Call and response) How will we get there? – By working, and learning, the DC Prep Way!
- I am the one (*point to self*) who will choose where to go,  
And someday I'll go to college (*clap hands once*).  
If I work hard and study each night,  
I'll gain all kinds of knowledge! (*snap fingers*)
- Today will be a very good day, I will work and learn the DC Prep Way.  
(Used at EEC & BEC)
- Good better best (*marching*),  
Never let it rest (*hands move from X in front to sides in rapid motion 3x*).  
Til your good (*bend over with hands by toes*) is better (*standing straight and hands outstretched*),  
And your better is best! (*hands rise to above head*)
- I can do this.  
I **CAN** do this.  
I can **DO** this.  
I can do **THIS!**  
(*emphasis on Bold words; point to self at every "I"*)

### **Faculty and Staff Commitment**

Below are a set of more specific expectations to help us live those values and serve our students well.

- We believe in and adhere to DC Prep's Values.
- We remember that adult behavior shapes the behavior of our students.
- We model strong character and integrity – we do not gossip and we address issues with our colleagues as they arise in a respectful manner. We remember that students' eyes are always on us and hold private and confidential conversations in spaces where students cannot see or hear us.
- We always speak about students and their families in a respectful manner. We remain honored that they have selected us as their school of choice and are open to learning from them and listening to them.
- When necessary, we are firm with students, but never harsh.
- We hold learning time as sacred and do not disrupt learning time by using the overhead paging system.
- We ask for help when needed in order to develop constructive solutions to problems. We do not vent or complain. Our goal is always to find a positive resolution.
- We respect our building and one another even when it is difficult and we are in a hurry. We leave places better than we found them.
- We dress and behave professionally – our job is just as important, if not more so, than the lawyers on Capitol Hill. We come to work on time and meet/exceed the expectations of our roles and responsibilities at the school, including using only our own copier and key codes, using only the amount of leave truly necessary, and observing and meeting timelines for grades and other sources of data.
- We remember that what one of us does affects the rest of us. We reflect on our demeanor and remember that our energy affects students and adults in the building.
- We keep personnel and human resources matters private. We do not discuss salaries, responsibilities and other issues with anyone except for the school leader.
- We hold one another accountable for keeping our tolerances aligned and for helping our students to be their best.
- We practice polite meeting etiquette and do not use our laptops in meetings unless we are asked to do so. We do not check our mobile phones during meetings except when required for urgent matters.
- We use appropriate email etiquette and do not include sensitive and private information about students in email messages. We email to arrange meetings but attempt to have as many in-person conversations as possible in order to avoid unproductive email dialogue. We strive to respond to all emails within 24 hours.
- We understand that we are DC Prep employees both inside and outside the building. In our emails, online postings, and conversation, we are always respectful and aware of others' privacy. We do not "friend" parents or students on social networking sites.
- During school hours we concentrate on our responsibilities and keep personal business to a minimum.
- We will continue to hold ourselves to these expectations. We will not give up in the face of frustration or obstacles. We will work hard to be our best selves even when we are tired and overwhelmed.

DC Prep Elementary Campus DC Prep Way Walkthrough Rubric June 2010

Observer:

Date/Time:

Campus:

Teachers:

ES: exceeds standard		MS: meets standard	B: partially meets standard	U: does not meet standard	NO: not observed today
EXCEEDS	MEETS	PARTIALLY	DOES NOT MEET	LOOK FOR:	
School: Building, Entrance and Greetings					
The school building and grounds are attractive and welcoming	Building is attractive and immaculate externally and internally; clear signage welcomes and directs a visitor	Building is functional and presentable both externally and internally; it is clean outside and inside; clear signage welcomes and directs a visitor	Only two of the following are met: building is functional and presentable both externally and internally; it is clean outside and inside; clear signage welcomes and directs a visitor	Less than two of the following are met: building is functional and presentable both externally and internally; it is clean outside and inside; clear signage welcomes and directs a visitor	Look for good building design (external and internal), clear signage and trash-free areas
The school entrance area emphasizes the mission and vision of DC Prep	The entrance area instantly communicates DC Prep's vision and values through the DC Prep banner and all other materials	The entrance area communicates DC Prep's vision and values through the DC Prep banner and other materials	The entrance area partially communicates DC Prep's vision and values: the DC Prep banner is in place but other materials are off-message, sloppy or disjointed	The entrance area lacks the DC Prep banner or does not convey a sense of order or high expectations	Look for DC Prep banner, communication in line with mission and values
Every student is greeted upon arrival at each campus each morning	Every student is greeted by an adult with the proper greeting	The vast majority of students are greeted by an adult with the proper greeting; a few students slip by the greeter	Many students are greeted with the proper greeting but a significant number are not	Few students are greeted properly; the DC Prep greeting system is not in place	Look for welcoming greeting with academic focus (MC) or DC Prep Way saying (EC)

<p>Each person who enters the building is greeted in a warm and respectful manner</p>	<p>Each person who enters the building is acknowledged in a warm and respectful manner by the front desk staff</p>	<p>The vast majority of those who enter are greeted in a warm and respectful manner; when the others enter, the staff is busy with other responsibilities</p>	<p>The front desk staff acknowledges some individuals and not others; there is no apparent reason for selective or half-hearted greeting</p>	<p>The front desk staff fails to acknowledge visitors proactively; visitors must approach the desk before being acknowledged</p>	<p><i>Note individualized, professional and friendly welcome from front desk staff</i></p>
<p><b>School: Culture &amp; Purposefulness</b></p>					
<p>In the common areas, adults acknowledge each other in a friendly and respectful manner</p>	<p>All adult interactions are respectful and positive; employees never fail to acknowledge one another and each visitor</p>	<p>All adult interactions are respectful and positive; adults usually acknowledge one another and visitors in the hallways but are sometimes distracted</p>	<p>At least one of the following is observed: some adult interactions are not positive or respectful; visitors are only sometimes acknowledged</p>	<p>The observed adult interactions are not positive or respectful, and visitors are rarely acknowledged by staff</p>	<p><i>Look for smile / respectful eye contact / head nod from other adults</i></p>
<p>In cafeteria, hallways and common areas at key times, there is a sense of strong, engaged, student-centered leadership</p>	<p>In all common areas during all arrival and dismissal, school staff are actively present in ensuring smooth operations</p>	<p>In most common areas during most of arrival and dismissal, school staff are actively present in ensuring smooth operations</p>	<p>In some common areas during some of arrival and dismissal, school staff are actively present in ensuring smooth operations</p>	<p>School staff are not present or engaged during arrival and dismissal times in common areas</p>	
<p>Students alone in the hallways have passes and are purposeful in their activity</p>	<p>All students alone in the hallways have passes and are purposeful in their activity</p>	<p>All students alone in the hallways have passes and are purposeful in their activity</p>	<p>The vast majority of students alone in the hallways have passes and are purposeful in their activity</p>	<p>Students alone in the hallways often do not have passes and often are not purposeful in their activity</p>	<p><i>Look to verify that unaccompanied students have passes</i></p>
<p>Adults' focus is on the students, the work and the mission</p>	<p>All of the adults in the building are actively focused on the students or their work.</p>	<p>All of the adults in the building are actively focused on the students or their work.</p>	<p>Most of the adults in the building are actively focused on the students or their work; some adults are distracted or disengaged</p>	<p>Few of the adults in the building are actively focused on the students or their work; most adults are distracted or disengaged</p>	<p><i>Look for lack of: social chatting; texting; cell phones; attitude/disengagement</i></p>
<p>Adult interaction with students in the common hallways is positive, effective and efficient</p>	<p>The interaction of all adults with students in the common hallways is positive, effective and efficient</p>	<p>The interaction of the vast majority of adults with students in the common hallways is positive, effective and efficient</p>	<p>The interaction of many of the adults with students in the common hallways is positive, effective and efficient</p>	<p>The interaction of the adults with students in the common hallways is rarely positive, effective and efficient</p>	<p><i>Look for 4:1 ratio of positive to negative comments; order without a lot of teacher talk</i></p>

Transitions are silent, quick and orderly	During transitions all students walk in lines silently, without requiring much redirection, and know where they are going. PS&PK students know rules but need reminders	During transitions all students walk in lines quietly, without requiring much redirection, and know where they are going. PS&PK students know rules but need reminders	During transitions many of the students walk in lines quietly, without requiring much redirection, and know where they are going	During transitions rarely do the students walk in lines quietly, without requiring much redirection, and know where they are going
Students have silent reading book with them at all times from 3 <sup>rd</sup> grade and higher	All 3rd-8th grade students have silent reading book with them (in hand, backpack, or on desk) at all times	All 3rd-8th grade students have silent reading book with them (in hand, backpack, or on desk) at all times	Most 3rd-8th grade students have silent reading book with them (in hand, backpack, or on desk) at all times	Some 3rd-8th grade students have silent reading book with them (in hand, backpack, or on desk)
Students are in uniform	All students are in uniform, with the correct shirt, bottoms, sweater, belt and shoes, and shirt tucked in	All students are in uniform, with the correct shirt, bottoms, sweater, belt and shoes, and shirt tucked in	The vast majority of students are in uniform, with the correct shirt, bottoms, sweater, belt and shoes, and shirt tucked in	Many students are in uniform, but the policy is clearly not enforced with any consistency
Adults are dressed professionally	All adults are dressed appropriately for work, in clothing that is not too tight, revealing or casual	All adults are dressed appropriately for work, in clothing that is not too tight, revealing or casual	The vast majority of adults are dressed appropriately for work, in clothing that is not too tight, revealing or casual	Many adults are dressed appropriately for work, in clothing that is not too tight, revealing or casual
Bulletin boards are current and engage the viewer in DC Prep's high standards	All bulletin boards are current, interesting, and reflective of high standards	Almost all bulletin boards are current, interesting, and reflective of high standards	Most bulletin boards are current, interesting, and reflective of high standards	Some bulletin boards are current, interesting, and reflective of high standards
The common areas, bathroom and hallways are in good condition, clean and litter-free	All common areas, bathroom and hallways are in good condition, clean and free of litter, graffiti and odors	The common areas, bathroom and hallways are in good condition, clean and free of litter, graffiti and odors	Most of the common areas, bathroom and hallways are in good condition, clean and free of litter, graffiti and odors	Some of the common areas, bathroom and hallways are in good condition, clean and free of litter, graffiti and odors

**Classroom: Culture & Purposefulness**

When students enter the classroom (or a new teacher enters the classroom,) the teacher greets each student	100% of classrooms meet expectations	80-100% of classrooms meet expectations	60-79% of classrooms meet expectations	<60% of classrooms meet expectations
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<p>A student greeter welcomes anyone they do not recognize</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for eye contact, firm handshake, loud and proud greeting</p>
<p>Prep Ed or Project CLASS language and strategies are evident</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for Prep Note / dollars being used; Prep Ed / PC posters; PC circles / dollars being used</p>
<p>The BBC is in use on the white board</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for: Aim, Do Now, Agenda, HW</p>
<p>100% of students are engaged in academics for every minute of observation. <i>PS &amp; PK should be clear that they are familiar and train; will only hold position for brief time</i></p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Count total number of students and divide into On Task and Not On Task</p>
<p>Classroom routines are evident and followed right away by all students.</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for student familiarity with common routines and ability to undertake them without a lot of explanation or redirection</p>
<p>Disruptions to learning and lengthy transitions are not permitted. Teachers address disruptions immediately with the least invasive form of correction, using positioning and non-verbal cueing. If required, teachers follow DC Prep policy in consequenceing students.</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Quick and seamless transitions, rarely take more than 10-20 seconds, not interrupted by time-consuming behaviors like loud talk or getting out of seats.</p>

<p>A positive classroom culture of respect recognizes and rewards positive student contributions and creates learning opportunities that encourage and facilitate student success.</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for 4:1, wait time, equitable distribution of opportunities for success, other students' reactions to incorrect answers. Look for evidence of respectful student-student, teacher-student, and student-teacher interactions.</p>
<p>Classroom is student-centered, organized and litter-free.</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look for set up and decorations that welcome and engage student / visitor. Look for outstanding, current, standards-based curricular work on walls. Evidence of students knowing where supplies and resources are. Note neatness of classroom (i.e. trash on floor, eatness of space).</p>
<p>*The activities are linked to the posted Aim</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Observe whether activities have relationships to aim; ask students about what they are learning and why they are learning it.</p>
<p>*Rigor is indicative of high expectations for students</p>	<p>100%</p>	<p>80-100%</p>	<p>60-79%</p>	<p>&lt;60%</p>	<p>Look at assignments and listen to conversations to see that they demand higher-order thinking that require ALL students to interpret information and draw conclusions.</p>
<p>Overall Comments</p>					

DC Prep Middle Campus DC Prep Way Walkthrough Rubric June 2010

Observer:	ES	MS	B	U	NO
Date/Time:	NO: not observed today				
Campus: _____ Teachers: _____					
<b>School: Building, Entrance and Greetings</b>					
The school building and grounds are attractive and welcoming					
<i>Look for good building design (external and internal), clear signage and trash-free areas</i>					
The school entrance area emphasizes the mission and vision of DC Prep					
<i>Look for DC Prep banner, communication in line with mission and values</i>					
Every student is greeted upon arrival at each campus each morning					
<i>Look for welcoming greeting with academic focus (MC) or DC Prep Way saying (EC)</i>					
Each person who enters the building is greeted in a warm and respectful manner					
<i>Note individualized, professional and friendly welcome from front desk staff</i>					
<b>School: Culture &amp; Purposefulness</b>					
In the common areas, adults acknowledge each other in a friendly and respectful manner					
<i>Look for smile / respectful eye contact / head nod from other adults</i>					
In common areas, hallways and common areas at key times, there is a sense of strong, engaged, student-centered leadership					
<i>There is an administrative presence in the hallways and common areas at key transition times</i>					
Students alone in the hallways have passes and are purposeful in their activity					
<i>Look to verify that unaccompanied students have passes</i>					
Adults' focus is on the students, the work and the mission					
<i>Look for lack of: social chatting; texting; cell phones; attitude/disengagement</i>					
Adult interaction with students in the common hallways is positive, effective and efficient					
<i>Look for 4:1 ratio of positive to negative comments; order without a lot of teacher talk</i>					
Transitions are silent, quick and orderly					
<i>Students walk in lines quietly, without requiring much redirection, and know where they are going</i>					

	ES	MS	B	U	NO
Students have silent reading book with them at all times from 3 <sup>rd</sup> grade and higher					
<i>Look for the book in hand or in backpack</i>					
Every student is greeted upon arrival at each new classroom					
<i>Look for greeting by new teacher after transition</i>					
Students are in uniform					
<i>Look for shirt (logo for K+), bottoms, navy sweater, shoes, belt, and tuck-ins</i>					
Adults are dressed professionally					
<i>Clothing should be work-appropriate and not too tight, revealing or casual</i>					
Bulletin boards are current and engage the viewer in DC Prep's high standards					
<i>Note that material seems recent and is interesting and mission-oriented</i>					
The common areas, bathroom and hallways are in good condition, clean and litter-free					
<i>Look for fresh paint, no graffiti, no foul smells</i>					
<b>Classroom: Culture &amp; Purposefulness</b>					
Each classroom has a student greeter who welcomes anyone they do not recognize					
<i>Look for eye contact, firm handshake, loud and proud greeting</i>					
There are common sayings, mottos and chants in use across the classrooms					
<i>Look for DC Prep sayings, mottos, chants</i>					
Pre-Ed or Project CLASS language and strategies are evident					
<i>Look for Prep Note / dollars being used; Prep Ed / PC posters; PC circles / dollars being used</i>					
The BBC is in use on the white board					
<i>Look for: Aim, Do Now, Agenda, HW</i>					

		ES	MS	B	U	NO
On Task	Not on Task	Comments				
100% of students are engaged in academics for every minute of observation. <i>Count total number of students and divide into two categories</i>						
Classroom routines are evident and followed right away by all students.						
<i>Look for student familiarity with common routines and ability to undertake them without a lot of explanation or redirection</i>						
Disruptions to learning and lengthy transitions are not permitted. Teachers address disruptions immediately with the least invasive form of correction, using positioning and non-verbal cueing. If required, teachers follow DC Prep policy in consequenceing students.						
<i>Quick and seamless transitions, rarely take more than 10-20 seconds, not interrupted by time-consuming behaviors like loud talk or getting out of seats.</i>						
A positive classroom culture of respect recognizes and rewards positive student contributions and creates learning opportunities that encourage and facilitate student success.						
<i>Look for 4:1, wait time, equitable distribution of opportunities for success, other students' reactions to incorrect answers.</i>						
<i>Look for evidence of respectful student-student, teacher-student, and student-teacher interactions.</i>						
Classroom is student-centered, organized and litter-free.						
<i>Look for set up and decorations that welcome and engage student / visitor.</i>						
<i>Look for outstanding, current, standards-based curricular work on walls.</i>						
<i>Evidence of students knowing where supplies and resources are. Note neatness of classroom (i.e. trash on floor, eatness of space).</i>						
*The activities are linked to the posted Aim						
<i>Observe whether activities have relationship to aim; ask students about what they are learning and why they are learning it.</i>						
*Rigor is indicative of high expectations for students						
<i>Look at assignments and listen to conversations to see that they demand higher-order thinking that require ALL students to interpret information and draw conclusions.</i>						
<b>Overall Comments</b>						

**PREP SKILLS**

<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>• Greeting others</li> <li>• Getting the teacher's attention</li> <li>• Disagreeing appropriately</li> <li>• Showing sensitivity</li> <li>• Using appropriate voice and tone</li> </ul>
<b>INTELLIGENT</b>	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Asking for help</li> <li>• Accepting criticism or consequences</li> <li>• Staying on task</li> <li>• Responding to redirection</li> </ul>
<b>GENUINE</b>	<ul style="list-style-type: none"> <li>• Showing appreciation</li> <li>• Making an apology</li> <li>• Making a request</li> <li>• Communicating honestly</li> <li>• Coping with conflict</li> </ul>
<b>HARDWORKING</b>	<ul style="list-style-type: none"> <li>• Being on time to school and class</li> <li>• Preparing for class with necessary materials and assignments</li> </ul>
<b>TEAM-ORIENTED</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Working appropriately with others</li> <li>• Maintaining an appropriate appearance</li> <li>• Expressing feelings appropriately</li> </ul>

# P R E P N O T E

NAME: \_\_\_\_\_ Advisory: \_\_\_\_\_ DATE: \_\_\_\_\_

PREP CHECK			My Goal for Today/Week is.... I am/ My Class is focusing on....		
Punctuality	Uniform	Homework			
Signed Prep Note: Bonus 2 Points	Total: _____ out of PERFECT 10	Teacher Initials			
RESPONSIBLE Behaviors		IRRESPONSIBLE Behaviors		Total	Initials
Instructor Advisory			Consequence Earned: _____		
1. / Math-			Consequence Earned: _____		
2. / Reading-			Consequence Earned: _____		
3. / Workshop-			Consequence Earned: _____		
Lunch/Recess			Consequence Earned: _____		
5. / Science-			Consequence Earned: _____		
6. / Specials-			Consequence Earned: _____		
7. / Social Studies-			Consequence Earned: _____		
Tutoring/ DC Prep 101			Consequence Earned: _____		
<b>TOTAL UP!</b>			Consequence Earned: _____		
Respectful	Intelligent	Genuine	Hardworking	Team-Oriented	
A. Greeting others B. Getting the teacher's attention C. Disagreeing appropriately D. Showing sensitivity E. Using appropriate voice and tone	F. Following instructions G. Asking for help H. Accepting criticism or consequences I. Staying on task J. Responding to Redirection	K. Showing appreciation L. Making an apology M. Making a request N. Communicating honestly O. Coping with conflict	P. Being on time to school and class Q. Preparing for class with necessary materials and assignments	R. Listening S. Working appropriately with others T. Maintaining an Appropriate Appearance U. Expressing feelings appropriately	

HALLWAY PASSES

Time: Destination: Teacher:	Time: Destination: Teacher:	Time: Destination: Teacher:	Time: Destination: Teacher:
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NOTES HOME OR DETAILS FROM THE DAY

GROWs & GROWs

Parent Signature: \_\_\_\_\_

*Notes to the Teacher, Attendance Notes and Updated Information*



**DC PREP PARENT PROMISE  
SCHOOL YEAR 2011-12**

- o I have the highest expectations and ambitions for my child.
- o I want my child to go to a college-prep high school and on to college.
- o I am committed to working with DC Prep to achieve this goal.
- o I will make sure my child attends school daily, except in cases of illness or emergency.
- o I will send my child to school in the proper uniform every day.
- o I will be sure my child arrives at school no later than 7:50 am, make arrangements for my child to remain at school until dismissal, and ensure arrangements are made for prompt pickup when school ends.
- o I will make sure my child has a quiet place to study, read, and complete homework.
- o I will ensure that my child completes his or her responsibilities every evening. If my child is in 1<sup>st</sup>-8<sup>th</sup> grade, I will check homework each evening and sign the agenda book to make sure that every assignment is complete. If my child is in Preschool, Prekindergarten, or Kindergarten I will read to him or her every day and sign the required Reading Log.
- o I will review my child's Prep Note daily. If my child earned multiple irresponsible dollars, I will follow up with the teachers to make sure I understand why and can address the issue in the future. If my child attends the Middle Campus, I understand that I will receive a biweekly progress report and bank statement and I will review these documents when they come home with my child on Fridays. If my child attends an Elementary Campus I will review the Project Class Daily Report.
- o I will keep the school apprised of any changes in my contact information
- o I will take advantage of all opportunities to communicate with my child's teachers
- o I will participate in school community events including Parent Association meetings, the Family Academy, and family fun activities.
- o I will provide honest and complete information about my child's learning needs.
- o I will read all materials that the school provides for parents.
- o I will read and accept the school's discipline policy and work constructively with the school to support my child's social and emotional development.



## DC PREP EDGEWOOD MIDDLE CAMPUS CODE OF CHARACTER

BEHAVIORS & INFRACTION LEVELS	CONSEQUENCES*
<b>LEVEL 1 INFRACTIONS</b> <b>Level 1 behaviors result in an Irresponsible Dollar. Multiple Level 1 infractions within the same class period, school day or year may result in a higher level consequence (Detention or In-Class Suspension).</b>	
<ul style="list-style-type: none"> <li>• Failure to comply with Prep Skills (e.g., following instructions, staying on task, talking out of turn, out of seat, getting teacher's attention, listening, responding to redirection, working appropriately with others)</li> <li>• Being unprepared for class (e.g., no pencil, paper, book)</li> <li>• Exaggerated noises or movements (e.g., eye rolling, sucking teeth)</li> <li>• Minor dress code violations (e.g., un-tucked shirts, popped collars, excessive jewelry)</li> </ul>	<b>1<sup>st</sup> Offense: Irresponsible Dollar</b>
<b>LEVEL 2 INFRACTIONS</b> <b>Level 2 behaviors result in a Detention. Multiple Level 2 infractions within the same class period, school day or year may result in a higher level consequence (In-Class Suspension or Suspension).</b>	
<ul style="list-style-type: none"> <li>• Tardy to school (<i>After 2<sup>nd</sup> tardy, students receive an immediate detention each time they are late; this is reset quarterly.</i>)</li> <li>• Repeated failure to comply with Prep Skills</li> <li>• Tardy to class (<i>Includes being late because of bathroom breaks, lost notes, etc.</i>)</li> <li>• Gum/Candy/Food/Beverages (<i>other than plain water</i>)</li> <li>• Hurtful language/Name calling</li> <li>• Lost or severely damaged Prep Note</li> <li>• Dress code violations (e.g., wrong type of shoes, missing belt)</li> <li>• Having cell phones/toys/electronic devices in school outside of a student's locker (e.g., PDAs; iPods; video games, PSPs; CD players; MP3 players)</li> </ul>	<b>1<sup>st</sup> Offense: Detention</b>
<b>LEVEL 3 INFRACTIONS</b> <b>Level 3 behaviors result in an In-Class Suspension (ICS). Multiple Level 3 infractions within the same school day or year may result in a higher level consequence (Suspension and/or Expulsion).</b>	
<ul style="list-style-type: none"> <li>• Out of assigned area</li> <li>• Blatant /gross disrespect to teacher</li> <li>• Not communicating honestly</li> <li>• Cheating or plagiarism - homework and/or class work (<i>Student will earn a zero on that assignment.</i>)</li> <li>• Leaving class without permission</li> <li>• Truancy/Skipping class</li> <li>• Using the elevator without permission</li> <li>• Graffiti or mild defacement of school property</li> <li>• Obscene or abusive words (e.g. cursing), gestures or drawings</li> <li>• Failure to follow safety instructions (e.g. talking during a fire drill)</li> <li>• Roughhousing/Horseplay and not keeping hands to yourself</li> <li>• Taking property valued at less than \$10 from others without their permission</li> <li>• Improper use of the internet/technology</li> <li>• Entering neighborhood liquor store in a DC Prep uniform</li> <li>• Using cell phones/toys/electronic devices in school (see list above)</li> </ul>	<b>1<sup>st</sup> Offense: In-class Suspension (ICS)</b>

<b>LEVEL 4 INFRACTIONS</b>	
<b>Level 4 behaviors result in Suspension. Multiple Level 4 infractions within the same school year may result in a higher consequence (Expulsion).</b>	
<ul style="list-style-type: none"> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling and other seriously dangerous and potentially injurious behaviors</li> <li>• Threatening anyone in words, looks, notes or actions, directly or through another means (including off-campus cyber-bullying)</li> <li>• Racism, sexual harassment, bullying or any other such oppressive behavior</li> <li>• Gambling</li> <li>• Inappropriate use of DC Prep community cell phone numbers or email</li> <li>• Cheating or plagiarism - major projects, test or exams</li> <li>• Possession, sale, or use of tobacco</li> <li>• Possession of any form of pornography or drawings of a sexually explicit or violent nature</li> <li>• Sexually explicit displays of affection between students or inappropriate sexual touching, sexual harassment</li> <li>• Open defiance or extreme disrespect for adult authority, particularly in a potentially dangerous situation</li> <li>• Making a bomb threat or pulling an emergency alarm without cause</li> <li>• Stealing property valued at more than \$10 Destruction or serious defacement of school or private property</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal</li> </ul>	<b>1<sup>st</sup> Offense Suspension</b>
<b>LEVEL 5 INFRACTIONS</b>	
<b>Level 5 behaviors/infractions result in a Suspension, Expulsion, and/or "Zero Tolerance Expulsion."</b>	
<ul style="list-style-type: none"> <li>• Brandishing a weapon, including a firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to a student at school</li> <li>• Breaking any D.C. or Federal law</li> <li>• Committing or attempting to commit arson</li> <li>• Selling, transferring, using or possessing alcohol or other controlled substances</li> <li>• Possession, sale or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others</li> <li>• Assault of a sexual nature</li> </ul>	The school will apply a "zero tolerance policy" regarding discipline for possessing, using, or threatening to use weapons or the unlawful possession, use of distribution of drugs by students on school property or at any school sponsored and supervised activity as well as any behavior that seriously endangers the health or well being of any person.

*\*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA.



## DC PREP ELEMENTARY CAMPUS CODE OF CHARACTER

Tier	Behavior	Consequences
<p>Tier 1 (Dollar Deduction)</p>	<p><b>Multiple Tier 1 infractions within the same school year may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Walk in HALL</li> <li>• Sit in SLANT/STAR</li> <li>• Use materials appropriately</li> <li>• Raise his/her hand to speak</li> <li>• Participate in the group</li> <li>• Complete work in timely manner</li> <li>• Use the computer appropriately</li> <li>• Use an inside voice</li> <li>• Fidgeting with self, materials, or clothing</li> <li>• Playing with toys or other items at an inappropriate time</li> </ul> <p>Or, Exhibits the following behaviors:</p> <ul style="list-style-type: none"> <li>• Tattling on another student unnecessarily</li> <li>• Making excuses for behavior</li> <li>• Talking while the teacher is talking</li> <li>• Minor incidents of disrespect towards teacher (i.e. rolling eyes, sucking teeth, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dollar Deduction</li> </ul>
<p>Tier 2 (Detention)</p>	<p><b>Multiple Tier 2 infractions within the same school year may result in a higher level infraction, which may result in suspension and/or expulsion.</b></p> <ul style="list-style-type: none"> <li>• Disrupts lesson with distracting behavior (singing, laughing, dancing at inappropriate times)</li> <li>• Teasing</li> <li>• “Middle of the Road Incidents” of disrespect toward teacher/ staff (e.g., ignoring, physically turning away from teacher, repeatedly not following an instruction, etc.)</li> <li>• Copying off another student’s paper</li> <li>• Tantrums/Crying, pouting, stomping feet</li> <li>• Mean words to a classmate(i.e. “stupid”, “dumb”, “fat”, etc)</li> <li>• Yelling</li> <li>• Refusing to do work/intentionally failing to complete required work</li> <li>• Lying</li> <li>• Talking back to a teacher</li> <li>• Throwing things in the classroom (i.e. paper, small items, etc.)</li> <li>• Crawling under the table/ around the room</li> <li>• Refusal to sit in chair</li> <li>• Chewing gum or candy in class</li> <li>• Purposefully falling out of chair</li> <li>• Misbehaving in the bathroom</li> <li>• Out of Uniform (2<sup>nd</sup> and 3<sup>rd</sup> Graders)</li> </ul>	<p>Kindergarten-1<sup>st</sup> Grade:</p> <ul style="list-style-type: none"> <li>• Student earns a Reflection Redirection Referral</li> </ul> <p>2<sup>nd</sup> and 3<sup>rd</sup> Grade:</p> <ul style="list-style-type: none"> <li>• Student earns (4:00-5:00pm) Detention</li> </ul>

Tier	Behavior	Consequences
Tier 3 (Detention Plus)	<p>Multiple Tier 3 infractions within the same school year may result in a higher level infraction, which may result in suspension and/or expulsion.</p> <ul style="list-style-type: none"> <li>• Repeated incidents of disrespect towards teacher</li> <li>• Stealing (items with value less than \$10)</li> <li>• Using curse words/hurtful language (i.e. derogatory insults against race, nationality, sexuality, etc.)</li> <li>• Roughhousing/Unsafe/Horseplay in any area of the school</li> <li>• Spitting with the intention to harm or on purpose</li> <li>• Using a cellphone or other electronic device (s) on school property (before, during and after-school)</li> </ul>	<p>Kindergarten – 1<sup>st</sup> Grade:</p> <ul style="list-style-type: none"> <li>• Student earns a Reflection Redirection Referral AND Free Time Restriction</li> </ul> <p>2<sup>nd</sup> and 3<sup>rd</sup> Grade:</p> <ul style="list-style-type: none"> <li>• Detention AND Free Time Restriction</li> </ul>
Tier 4 (Suspensions)	<p>Multiple Tier 4 infractions within the same school year may result in a higher level infraction, which may result in expulsion.</p> <ul style="list-style-type: none"> <li>• Walking out of class without permission</li> <li>• Fighting(as participant or instigator), including punching, slapping, scratching, wrestling and other seriously dangerous and potentially injurious behaviors</li> <li>• Intentional hitting, pushing, kicking</li> <li>• Using threatening language</li> <li>• Bullying</li> <li>• Defacing school property/ Pushing, kicking, turning over furniture</li> <li>• Stealing (items with value greater than \$10) from students or staff</li> <li>• Intentional indecent exposure</li> <li>• Open defiance or extreme disrespect for adult authority, particularly in a potentially dangerous situation</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal</li> </ul>	<p>ALL STUDENTS</p> <ul style="list-style-type: none"> <li>• Tier 4 infractions lead to suspension</li> </ul>
Tier 5 (Expulsions)	<p>Level 5 infractions may be punished by zero tolerance expulsion, suspension and/or expulsion.</p> <ul style="list-style-type: none"> <li>• Repeatedly engages in conduct which disrupts school or classroom activity</li> <li>• Endangers or repeated threats to endanger the health, safety, welfare of others</li> <li>• Assaults a staff member (physically/verbally)</li> <li>• Severely assaults another student</li> <li>• Possesses or uses of firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school</li> <li>• Possesses or uses of alcohol or illegal drugs/controlled substances on school property</li> <li>• Commits vandalism/arson</li> <li>• Engages in any sexual acts/behaviors on campus</li> <li>• Breaking any D.C. or Federal Law</li> </ul>	<p>ALL STUDENTS</p> <p>The school will apply a “zero tolerance policy” regarding discipline for possessing, using, or threatening to use weapons or the unlawful possession, use of distribution of drugs by students on school property or at any school sponsored and supervised activity as well as any behavior that seriously endangers the health or well being of any person.</p>

*All consequences are at the discretion of the administration.*

DC PREP ALUMNI COLLEGE ACCEPTANCES

Alabama State University	Livingston College
Arcadia University	Marymount College
Bethune-Cookman University	Montgomery College
Cabrini College	Morehouse College
Cal Arts	Morgan State University
College of William and Mary	Norfolk State University
Columbia College – Chicago	North Carolina A & T
Coppin State University	North Carolina Central
Delaware State University	Pine Manor College
Fairleigh-Dickinson	Radford University
Fayetteville State University	Riverside College
Florida A & M University	Rochester Institute of Technology
Frostburg State	Shaw University
George Mason University	Shepherd University
Georgetown University	St. Johns University (NY)
George Washington University	Trinity University (DC)
Gettysburg College	University of the District of Columbia
Goucher College	University of Virginia
Hampden-Sydney College	Virginia Commonwealth University
Hampton University	Virginia State University
Howard University	Wesley College
LaSalle University	

GROUP		2010 % PROFICIENT	READING, 2011 <sup>0</sup>						MET AYP?	
			Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (71.79%)	Safe Harbor (2)	Acad. Target
<b>ETHNICITY</b>										
Asian/Pacific Islanders*		-	1	-	-	-	-	-	-	-
Black/Non-hispanic		<b>74.65%</b>	226	226	100.00%	<b>75.11%</b>	Yes	Yes	-	-
Hispanic*		-	13	-	-	-	-	-	-	-
White/Non-hispanic*		-	3	-	-	-	-	-	-	-
<b>GENDER (3)</b>										
Female		<b>78.79%</b>	121	121	100.00%	<b>82.64%</b>	-	-	-	-
Male		<b>69.89%</b>	122	122	100.00%	<b>66.12%</b>	-	-	-	-
<b>SPECIAL EDUCATION (4)</b>										
Disabled		<b>37.84%</b>	41	41	100.00%	<b>40.48%</b>	Yes	No	No	-
<b>ENGLISH PROFICIENCY (5)</b>										
Lep/Nep*		-	5	-	-	-	-	-	-	-
<b>ECONOMIC STATUS</b>										
Econ. Disadvantaged		<b>73.41%</b>	186	186	100.00%	<b>71.35%</b>	Yes	No	No	-
<b>MIGRANT STATUS (3)</b>										
Migrant*		-	1	-	-	-	-	-	-	-
<b>TOTAL</b>		<b>75.11%</b>	<b>243</b>	<b>243</b>	<b>100.00%</b>	<b>74.38%</b>	<b>YES</b>	<b>YES</b>	<b>-</b>	<b>-</b>

\* No data are displayed for groups with less than 25 students.

(0) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(1) AYP reading target = 71.79%, AYP math target = 70.27%.

(2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(3) Females, males, and migrants are not subject to AYP targets.

(4) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.

(5) This group includes at least one student who exited ELL services in the past two years. These monitored ELL students are included in the proficiency rate for the ELL subgroup, provided there are at least 25 students currently receiving ELL services. These students are not included in the participation rate.

AYP REPORT		Year : 2011		Group : PUBLIC CHARTER		Subject : MATH		Category : SECONDARY		MET AYP?	
D.C. PREPARATORY ACADEMY PCS - EDGEWOOD MIDDLE CAM										Acad. Target	Safe Harbor
										YES	-
GROUP	2010 % PROFICIENT	MATH, 2011 <sup>(1)</sup>									
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (70.27%)	Safe Harbor (2)			
<b>ETHNICITY</b>											
Asian/Pacific Islanders*	-	1	-	-	-	-	-	-	-	-	-
Black/Non-hispanic	76.53%	226	226	100.00%	93.33%	Yes	Yes	-	-	-	-
Hispanic*	-	13	-	-	-	-	-	-	-	-	-
White/Non-hispanic*	-	3	-	-	-	-	-	-	-	-	-
<b>GENDER (3)</b>											
Female	76.52%	121	121	100.00%	93.39%	-	-	-	-	-	-
Male	78.49%	122	122	100.00%	90.91%	-	-	-	-	-	-
<b>SPECIAL EDUCATION (4)</b>											
Disabled	51.35%	41	41	100.00%	71.43%	Yes	Yes	-	-	-	-
<b>ENGLISH PROFICIENCY (5)</b>											
Lep/Nep*	-	5	-	-	-	-	-	-	-	-	-
<b>ECONOMIC STATUS</b>											
Econ. Disadvantaged	78.03%	186	186	100.00%	92.43%	Yes	Yes	-	-	-	-
<b>MIGRANT STATUS (3)</b>											
Migrant*	-	1	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>77.33%</b>	<b>243</b>	<b>243</b>	<b>100.00%</b>	<b>92.15%</b>	<b>YES</b>	<b>YES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(2) AYP reading target = 71.79%, AYP math target = 70.27%.

(3) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(4) Females, males, and migrants are not subject to AYP targets.

(5) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.

(6) This group includes at least one student who exited ELL services in the past two years. These monitored ELL students are included in the proficiency rate for the ELL subgroup, provided there are at least 25 students currently receiving ELL services. These students are not included in the participation rate.

GROUP		2009 % PROFICIENT	READING, 2010 <sup>(1)</sup>						MET AYP?						
			Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (71.79%)	Safe Harbor (2)	Acad. Target	Safe Harbor				
AYP REPORT <b>D.C. PREPARATORY ACADEMY PCS - EDGEWOOD MIDDLE CAM</b> Year : 2010 Group : PUBLIC CHARTER Subject : READING Category : SECONDARY															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>MET AYP?</b></td> </tr> <tr> <td style="text-align: center;">Acad. Target</td> <td style="text-align: center;">Safe Harbor</td> </tr> <tr> <td style="text-align: center;"><b>NO</b></td> <td style="text-align: center;"><b>NO</b></td> </tr> </table>										<b>MET AYP?</b>		Acad. Target	Safe Harbor	<b>NO</b>	<b>NO</b>
<b>MET AYP?</b>															
Acad. Target	Safe Harbor														
<b>NO</b>	<b>NO</b>														
<b>ETHNICITY</b>															
Black/Non-hispanic		65.32%	213	213	100.00%	74.53%	Yes	Yes	-						
Hispanic* (3)		-	11	-	-	-	-	-	-						
White/Non-hispanic*		-	2	-	-	-	-	-	-						
<b>GENDER (4)</b>															
Female		65.55%	132	132	100.00%	78.63%	-	-	-						
Male		64.29%	94	94	100.00%	69.89%	-	-	-						
<b>SPECIAL EDUCATION (5)</b>															
Disabled		36.84%	35	35	-	37.84%	-	No	No						
<b>ENGLISH PROFICIENCY (6)</b>															
Lep/Nep* (3)		-	11	-	-	-	-	-	-						
<b>ECONOMIC STATUS</b>															
Econ. Disadvantaged (3)		64.60%	174	174	100.00%	73.41%	Yes	Yes	-						
<b>TOTAL (3)</b>		<b>64.94%</b>	<b>226</b>	<b>226</b>	<b>100.00%</b>	<b>75.00%</b>	<b>YES</b>	<b>YES</b>	<b>-</b>						

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(1) AYP reading target = 71.79%, AYP math target = 70.27%.

(2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(3) This group includes at least one LEPNEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. Click here for a more detailed explanation.

(4) Females, males, and migrants are not subject to AYP targets.

(5) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.

(6) This group includes at least one student who exited ELL services in the past two years. These monitored ELL students are included in the proficiency rate for the ELL subgroup, provided there are at least 25 students currently receiving ELL services. These students are not included in the participation rate.

AYP REPORT		Year : 2010				Group : PUBLIC CHARTER		MET AYP?	
D.C. PREPARATORY ACADEMY PCS - EDGEWOOD MIDDLE CAM		Subject : MATH				Category : SECONDARY		Acad. Target	Safe Harbor
						NO		NO	
GROUP	2009 % PROFICIENT	MATH, 2010 <sup>(1)</sup>							
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (70.27%)	Safe Harbor (2)	
<b>ETHNICITY</b>									
Black/Non-hispanic	69.37%	213	213	100.00%	76.89%	Yes	Yes	-	
Hispanic* (3)	-	11	-	-	-	-	-	-	
White/Non-hispanic*	-	2	-	-	-	-	-	-	
<b>GENDER (4)</b>									
Female	69.75%	132	132	100.00%	77.10%	-	-	-	
Male	69.64%	94	94	100.00%	78.49%	-	-	-	
<b>SPECIAL EDUCATION (5)</b>									
Disabled	52.63%	35	35	-	51.35%	-	No	No	
<b>ENGLISH PROFICIENCY (6)</b>									
Lep/Nep* (3)	-	11	-	-	-	-	-	-	
<b>ECONOMIC STATUS</b>									
Econ. Disadvantaged (3)	68.94%	174	174	100.00%	78.03%	Yes	Yes	-	
<b>TOTAL (3)</b>	<b>69.70%</b>	<b>226</b>	<b>226</b>	<b>100.00%</b>	<b>77.68%</b>	<b>YES</b>	<b>YES</b>	<b>-</b>	

\* No data are displayed for groups with less than 25 students.

- (1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.
- (1) AYP reading target = 71.79%, AYP math target = 70.27%.
- (2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.
- (3) This group includes at least one LEPNEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. Click here for a more detailed explanation.
- (4) Females, males, and migrants are not subject to AYP targets.
- (5) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.
- (6) This group includes at least one student who exited ELL services in the past two years. These monitored ELL students are included in the proficiency rate for the ELL subgroup, provided there are at least 25 students currently receiving ELL services. These students are not included in the participation rate.

GROUP		2008 % PROFICIENT	READING, 2009 <sup>(1)</sup>						MET AYP?	
			Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (57.69%)	Safe Harbor (2)	Acad. Target
<b>ETHNICITY</b>										
Black/Non-hispanic		<b>55.31%</b>	222	222	100.00%	<b>65.32%</b>	Yes	Yes	-	
Hispanic* (3)		-	8	-	-	-	-	-	-	
White/Non-hispanic*		-	2	-	-	-	-	-	-	
<b>GENDER (4)</b>										
Female		<b>55.28%</b>	120	120	100.00%	<b>65.55%</b>	-	-	-	
Male		<b>52.29%</b>	112	112	100.00%	<b>64.29%</b>	-	-	-	
<b>SPECIAL EDUCATION</b>										
Disabled		<b>25.00%</b>	38	38	-	<b>36.84%</b>	-	No	Yes	
<b>ENGLISH PROFICIENCY</b>										
Lep/Nep* (3)		-	12	-	-	-	-	-	-	
<b>ECONOMIC STATUS</b>										
Econ. Disadvantaged (3)		<b>50.96%</b>	162	162	100.00%	<b>64.60%</b>	Yes	Yes	-	
<b>TOTAL (3)</b>		<b>53.88%</b>	232	232	100.00%	<b>64.94%</b>	YES	YES	-	

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(2) AYP reading target = 57.69%, AYP math target = 55.41%.

(3) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(4) This group includes at least one LEPNEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. Click here for a more detailed explanation.

(5) Females, males, and migrants are not subject to AYP targets.

AYP REPORT <b>DC PREP ACADEMY PCS - MC CAMPUS</b>		Year : 2009		Group : PUBLIC CHARTER		Subject : MATH		Category : SECONDARY		MET AYP?	
		Acad. Target	Safe Harbor	YES	YES						
GROUP	2008 % PROFICIENT	MATH, 2009 <sup>(1)</sup>									
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target <sup>(1)</sup> (55.41%)	Safe Harbor <sup>(2)</sup>			
<b>ETHNICITY</b>											
Black/Non-hispanic	<b>60.18%</b>	222	222	100.00%	<b>69.37%</b>	Yes	Yes	-			
Hispanic* <sup>(3)</sup>	-	8	-	-	-	-	-	-			
White/Non-hispanic*	-	2	-	-	-	-	-	-			
<b>GENDER <sup>(4)</sup></b>											
Female	<b>59.35%</b>	120	120	100.00%	<b>69.75%</b>	-	-	-			
Male	<b>59.63%</b>	112	112	100.00%	<b>69.64%</b>	-	-	-			
<b>SPECIAL EDUCATION</b>											
Disabled	<b>32.14%</b>	38	38	-	<b>52.63%</b>	-	No	Yes			
<b>ENGLISH PROFICIENCY</b>											
Lep/Nep* <sup>(3)</sup>	-	12	-	-	-	-	-	-			
<b>ECONOMIC STATUS</b>											
Econ. Disadvantaged <sup>(3)</sup>	<b>56.05%</b>	162	162	100.00%	<b>68.94%</b>	Yes	Yes	-			
<b>TOTAL <sup>(3)</sup></b>	<b>59.48%</b>	232	232	100.00%	<b>69.70%</b>	YES	YES	-			

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(4) This group includes at least one LEPNEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. Click here for a more detailed explanation.

(5) Females, males, and migrants are not subject to AYP targets.

AYP REPORT <b>D.C. PREPARATORY ACADEMY PCS - EDGEWOOD ELEMENTARY</b>		Year : 2011			Group : PUBLIC CHARTER		MET AYP?	
		Subject : READING			Category : ELEMENTARY		Acad. Target	Safe Harbor
						YES	YES	
GROUP	2010 % PROFICIENT	READING, 2011 <sup>(1)</sup>						
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (73.69%)	Safe Harbor (2)
<b>ETHNICITY</b>								
Black/Non-hispanic	57.14%	62	62	100.00%	67.74%	Yes	No	Yes
Hispanic*	-	3	-	-	-	-	-	-
<b>GENDER (3)</b>								
Female	64.00%	34	34	-	64.71%	-	-	-
Male	51.61%	31	31	-	64.52%	-	-	-
<b>SPECIAL EDUCATION</b>								
Disabled*	-	6	-	-	-	-	-	-
<b>ENGLISH PROFICIENCY</b>								
Lep/Nep*	-	6	-	-	-	-	-	-
<b>ECONOMIC STATUS</b>								
Econ. Disadvantaged	56.82%	55	55	100.00%	61.82%	Yes	No	Yes
<b>TOTAL</b>	<b>57.14%</b>	<b>65</b>	<b>65</b>	<b>100.00%</b>	<b>64.62%</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>

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(3) Females, males, and migrants are not subject to AYP targets.

AYP REPORT <b>D.C. PREPARATORY ACADEMY PCS - EDGEWOOD ELEMENTARY</b>		Year : 2011		Group : PUBLIC CHARTER		Subject : MATH		Category : ELEMENTARY		MET AYP?	
		Acad. Target		Safe Harbor		YES		YES			
GROUP	2010 % PROFICIENT	MATH, 2011 <sup>(1)</sup>									
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (70.14%)	Safe Harbor (2)			
<b>ETHNICITY</b>											
Black/Non-hispanic	53.57%	62	62	100.00%	59.68%	Yes	No	Yes			
Hispanic*	-	3	-	-	-	-	-	-			
<b>GENDER (3)</b>											
Female	52.00%	34	34	-	52.94%	-	-	-			
Male	54.84%	31	31	-	67.74%	-	-	-			
<b>SPECIAL EDUCATION</b>											
Disabled*	-	6	-	-	-	-	-	-			
<b>ENGLISH PROFICIENCY</b>											
Lep/Nep*	-	6	-	-	-	-	-	-			
<b>ECONOMIC STATUS</b>											
Econ. Disadvantaged	47.73%	55	55	100.00%	56.36%	Yes	No	Yes			
<b>TOTAL</b>	<b>53.57%</b>	<b>65</b>	<b>65</b>	<b>100.00%</b>	<b>60.00%</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>			

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(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(1) AYP reading target = 73.69%, AYP math target = 70.14%.

(2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(3) Females, males, and migrants are not subject to AYP targets.

GROUP		2009 % PROFICIENT	READING, 2010 <sup>(1)</sup>						MET AYP?	
			Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (73.69%)	Safe Harbor (2)	Acad. Target
<b>ETHNICITY</b>										
Black/Non-hispanic		42.62%	56	56	100.00%	57.14%	Yes	No	Yes	
<b>GENDER (3)</b>										
Female		47.22%	25	25	-	64.00%	-	-	-	
Male		37.04%	31	31	-	51.61%	-	-	-	
<b>SPECIAL EDUCATION (4)</b>										
Disabled*		-	10	-	-	-	-	-	-	
<b>ECONOMIC STATUS</b>										
Econ. Disadvantaged		40.82%	44	44	100.00%	56.82%	Yes	No	Yes	
<b>TOTAL</b>		<b>42.86%</b>	<b>56</b>	<b>56</b>	<b>100.00%</b>	<b>57.14%</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

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(3) Females, males, and migrants are not subject to AYP targets.

(4) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.

AYP REPORT <b>D.C. PREPARATORY ACADEMY PCS - EDGEWOOD ELEMENTARY</b>		Year : 2010		Group : PUBLIC CHARTER		Subject : MATH		Category : ELEMENTARY		MET AYP?	
		Acad. Target	Safe Harbor	YES	YES						
GROUP	2009 % PROFICIENT	MATH, 2010 <sup>(1)</sup>									
		Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target <sup>(1)</sup> (70.14%)	Safe Harbor <sup>(2)</sup>			
<b>ETHNICITY</b>											
Black/Non-hispanic	42.62%	56	56	100.00%	53.57%	Yes	No	Yes			
<b>GENDER</b> <sup>(3)</sup>											
Female	44.44%	25	25	-	52.00%	-	-	-			
Male	37.04%	31	31	-	54.84%	-	-	-			
<b>SPECIAL EDUCATION</b> <sup>(4)</sup>											
Disabled*	-	10	-	-	-	-	-	-			
<b>ECONOMIC STATUS</b>											
Econ. Disadvantaged	36.73%	44	44	100.00%	47.73%	Yes	No	Yes			
<b>TOTAL</b>	<b>41.27%</b>	56	56	100.00%	<b>53.57%</b>	YES	NO	YES			

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(1) AYP reading target = 73.69%, AYP math target = 70.14%.

(2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(3) Females, males, and migrants are not subject to AYP targets.

(4) This group includes at least one student who exited special education services in the past two years. These exited special education students are included in the proficiency rate for the students with disabilities subgroup, provided there are at least 25 students currently receiving special education services. These students are not included in the participation rate.

GROUP		2008 % PROFICIENT	READING, 2009 <sup>(1)</sup>						MET AYP?	
			Number in Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (60.53%)	Safe Harbor (2)	Acad. Target
<b>ETHNICITY</b>										
Black/Non-hispanic		<b>41.67%</b>	61	61	100.00%	<b>42.62%</b>	Yes	No	No	
Hispanic*		-	2	-	-	-	-	-	-	
<b>GENDER (3)</b>										
Female		-	36	36	-	<b>47.22%</b>	-	-	-	
Male		-	27	27	-	<b>37.04%</b>	-	-	-	
<b>SPECIAL EDUCATION</b>										
Disabled*		-	6	-	-	-	-	-	-	
<b>ECONOMIC STATUS</b>										
Econ. Disadvantaged		<b>33.33%</b>	49	49	100.00%	<b>40.82%</b>	Yes	No	Yes	
<b>TOTAL</b>		<b>44.74%</b>	63	63	100.00%	<b>42.86%</b>	YES	NO	NO	

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(2) AYP reading target = 60.53%, AYP math target = 55.21%.

(3) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(4) Females, males, and migrants are not subject to AYP targets.

AYP REPORT <b>DC PREP ACADEMY PCS - EC CAMPUS</b>		Year : 2009		Group : PUBLIC CHARTER		Subject : MATH		Category : ELEMENTARY		MET AYP?	
		Acad. Target	Safe Harbor	YES	YES						
GROUP	2008 % PROFICIENT	MATH, 2009 <sup>(1)</sup>									
		Number In Group	Number Tested	% Tested	% Proficient	Met % Tested (95%)	Met Prof. Target (1) (55.21%)	Safe Harbor (2)			
<b>ETHNICITY</b>											
Black/Non-hispanic	19.44%	61	61	100.00%	42.62%	Yes	No	Yes			
Hispanic*	-	2	-	-	-	-	-	-			
<b>GENDER (3)</b>											
Female	-	36	36	-	44.44%	-	-	-			
Male	-	27	27	-	37.04%	-	-	-			
<b>SPECIAL EDUCATION</b>											
Disabled*	-	6	-	-	-	-	-	-			
<b>ECONOMIC STATUS</b>											
Econ. Disadvantaged	14.81%	49	49	100.00%	36.73%	Yes	No	Yes			
<b>TOTAL</b>	<b>21.05%</b>	<b>63</b>	<b>63</b>	<b>100.00%</b>	<b>41.27%</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>			

\* No data are displayed for groups with less than 25 students.

(1) As of 2011, the **Met Prof. Target** and **Safe Harbor** AYP determinations for subgroups includes Math / Reading proficiency results only. The total **MET AYP?** flag includes proficiency, participation in testing, and attendance/graduation.

(1) AYP reading target = 60.53%, AYP math target = 55.21%.

(2) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2006 the reduction in percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

(3) Females, males, and migrants are not subject to AYP targets.

**Re-Enrollment Rates in All Charter PS-8th Grade Schools  
from SY 08-09 (latest available data from the DC PCSB)**

	<u>Re-Enrollment Rate</u>
Community Academy - Amos I	68%
Community Academy - Amos II	57%
Community Academy - Butler Bilingual	65%
Community Academy - Online	67%
Community Academy - Rand Technology	66%
Hope Community - Lamond	51%
Howard Road - Howard Road	85%
Howard Road - Jones Memorial - G Street	38%
Howard Road - PABC	50%
KIPP DC - AIM	83%
KIPP DC - KEY	82%
KIPP DC - LEAP	82%
KIPP DC - WILL	78%
Mary McLeod Bethune - Brookland	76%
Mary McLeod Bethune - Crestwood	35%
Meridian	73%
Roots - Kennedy	78%
Roots - North Capitol	65%
SAIL	76%
Tree of Life	71%
Two Rivers	91%
<b>AVERAGE</b>	<b>68%</b>
<b>DC Prep</b>	
Edgewood Middle	0.83
Edgewood Elementary	0.78
Benning Elementary	NA
<b>AVERAGE</b>	<b>81%</b>

*This list includes all PS-8th grade charter schools with re-enrollment data*

**Budget Narrative File(s)**

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## Budget Narrative

During the five-year grant period, DC Prep will be opening four new campuses that will ultimately serve 1,053 new kindergarten-8<sup>th</sup> grade students. While eligible to apply for \$3.159 million, DC Prep is seeking \$3.0 million from the Charter Schools Program Grant to support the creation of these four new high-performing charter schools which will be located in the most educationally disadvantaged communities in the nation's capital. Of this amount, 83% will fund planning and design of the educational program, as well as initial implementation or expansion of the charter school. The remaining 17% will be used for initial operational costs associated with the improvement of DC Prep's management of the proposed new campuses.

### PERSONNEL

#### **Professional Development of Teachers and Other Staff**

1. **Principals-in-Training** (~~\$400,000~~). Each new Principal will spend a training and preparation year before assuming leadership of his/her new campus. During the pre-opening year, each Principal-in-Training will be paid a full salary while following a prescribed program that includes shadowing a current DC Prep principal, participating in leadership development activities and trainings, conducting personnel and student recruitment activities, developing community and parent partners, and working with DC Prep's Senior Academic Team to ensure thoughtful and systematic incorporation of the elements of the DC Prep model in new campus planning. Given that a new Principal will be needed for each of the four new campuses, we seek a total of ~~\$400,000~~ to support the Principal-in-Training salaries during the four pre-opening years (one each in SY11-12 and SY14-15, two in SY12-13).

2. **Senior Academic Team (\$405,000)**. Each member of DC Prep’s Senior Academic Team – Katie Severn (Chief Academic Officer), Deb Hanmer (Director of Student Support), and Rebecca Yerman (Director of Special Education) – will play a crucial role in the development of new Principals both in their pre-opening years and once their campuses have launched. During the pre-opening years, Ms. Severn will spend 20% of her time working with Principals-in-Training on standards, curriculum, assessment, and intervention planning to ensure that each academic component of DC Prep’s Educational Model will be implemented with fidelity. Similarly, Ms. Hanmer will spend an equal amount of her time helping Principals-in-Training develop and refine their campuses’ character education plans. Ms. Yerman will spend 10% of her time working with Principals-in-Training to develop student support plans to ensure that students with special needs receive appropriate and effective academic support within a framework that is fully compliant with IDEA. Once the new campuses have opened, Ms. Severn, Ms. Hanmer, and Ms. Yerman will continue to devote time providing mentoring and support to the Principals and their campuses. The amount of grant funds that will be used to support this work will vary between the elementary campuses and the middle campus. While we will use grant funds for this support from the opening year of the middle campus, grants funds will not be used toward their support during the launch year of the elementary campuses since DC Prep’s elementary campuses open with just preschool and pre-kindergarten students. However, we will look to draw grant funds in the second year and beyond when elementary schools will have students in kindergarten and up. In total, we seek a total of \$405,000 for the support of Ms. Severn, Ms. Hanmer, and Ms. Yerman (\$54,000 in SY11-12, \$67,500 in SY12-13, \$81,000 in SY13-14, \$94,500 in SY14-15, \$108,000 in SY15-16).

3. **Director of Teacher Development (\$85,000)**. We also seek funds to create a new position, the Director of Teacher Development. Working closely with the Founding Principal and school-based Instructional Coaches, the Director of Teacher Development will be charged with increasing new faculty's capacity to deliver on the DC Prep model and will plan and deliver professional development in support of this goal. This individual will be hired at the start of SY13-14 and will spend 10% of his/her time working with 4<sup>th</sup> grade teachers at the new middle school and kindergarten teachers at the Ward 8 elementary campus that opened in SY12-13. The amount of time that the Director of Teacher Development spends working with the new campuses will grow as these schools add grade levels, increasing to 25% in SY14-15 and 50% in SY15-16. Given an anticipated salary of \$100,000, we seek a total of \$85,000 in grant funds to support this position (\$10,000 in SY13-14, \$25,000 in SY14-15, \$50,000 in SY15-16).

#### **Initial Implementation of the Charter Schools**

4. **Operations Managers (\$120,000)**. Operations Managers will be hired mid-way through the pre-opening year to ensure that all non-academic processes are efficient and effective. We seek a total of \$120,000 in grant funds to support the four Operations Managers who will be hired during the second half of each pre-opening year (one each in SY11-12 and SY14-15, two in SY12-13).
5. **Deans of Student Support (\$421,333)**. To ensure that each campus's culture and practices reflect the values and expectations spelled out in the *DC Prep Way* and the Code of Character, each new Principal will be joined by a Dean of Student Support. We seek \$421,000 in grant funds to support the salaries of the DOSS's that will be introduced during the five-year grant period. In the case of the elementary campuses, only a portion of the

Deans' salaries will be drawn from grant funds in recognition of the fact that grant funds may not be used toward preschool and prekindergarten students (\$106,667 in SY13-14, \$146,667 in SY14-15, \$168,000 in SY15-16).

6. **Talent Recruiters (\$420,000)**. To achieve our academic and expansion goals, DC Prep must attract and retain the most outstanding educators. In recognition of this imperative, we will hire two talent recruiters who will both be fully allocated to recruiting faculty and staff for the new campuses. The first new talent recruiter will be added during the 2012-13 school year and will be responsible for recruiting and selecting faculty and staff for the two campuses that will launch in the following school year. The second new talent recruiter will be added at the start of the 2014-15 school year, the year before the launch of DC Prep's fifth and final elementary campus. Given an anticipated salary of \$70,000 per year, we are seeking \$420,000 in grant funds to support the salaries of these two new talent recruiters (\$70,000 in SY12-13 and SY13-14, \$140,000 in SY14-15 and SY15-16).
7. **Enrollment Associate (\$110,000)**. To engage parents and students in neighborhoods identified for expansion, we will add an Enrollment Associate during SY12-13 to focus on student recruitment for our new campuses. This individual will spend 25% of his/her time on new campuses in SY12-13, 50% in SY13-14, 100% in SY14-15 and SY15-16. In total, we seek \$110,000 in salary support for this new Enrollment Associate.

### **Improvement of Management of Schools**

8. **Project Director (\$75,000)**. Emily Lawson, DC Prep's Founder and CEO, will serve as the Project Director throughout the five year grant period. Each year, she will devote 10% of her time to overall management of this project and to ensuring that DC Prep's timeline for expansion and the supporting activities described in this application are successfully met. DC

Prep seeks a total of \$75,000 in grant support for Ms. Lawson's time (\$15,000 in each of the five years of the grant period).

9. **Chief Operating Officer (\$80,500)**. Wendy Scott, Chief Operating Officer, will be responsible for finding, securing, and renovating buildings for the four new campuses that will open during the five year grant period. Ms. Scott will spend 10-20% of her time on these activities. In total, we seek \$80,500 in grant support for Ms. Scott's time (\$17,250 in SY11-12, \$23,000 in SY12-13, \$11,500 in SY13-14, \$17,250 in SY14-15, \$11,500 in SY15-16).
10. **Home Office Capacity Building (\$274,000)**. To ensure that DC Prep's Home Office can continue to fully support each of its campuses, the campus expansion during the grant period will be accompanied by capacity-building in particular CMO functions. Given that, we are seeking \$135,000 for a Director of Operations to manage and support campus Operations Managers, \$97,500 for a Director of Human Resources to develop policy, maintain personnel records, coordinate employee benefits, and handle sensitive situations, and \$41,500 to support our Director of Talent Strategy in her work around leadership development. In total, we seek \$274,000 in grant funds for these three key Home Office functions (\$8,300 in SY11-12, \$49,550 in SY12-13, \$68,300 in SY13-14, \$72,050 in SY14-15, \$75,800 in SY15-16).

#### **FRINGE BENEFITS**

Benefits are calculated at 19%. The total amount requested for benefits for the above personnel is \$454,258.

#### **TRAVEL**

We are not requesting grant funds for this budget category. Any travel expenses associated with this project will be paid for through other funding sources.

**EQUIPMENT**

We are not requesting grant funds for this budget category. Any equipment expenses associated with this project will be paid for through other funding sources.

**SUPPLIES**

We are requesting a total of \$80,000 in marketing expenses over the five-year grant period. These expenses will be split evenly between personnel recruitment and student recruitment.

**CONTRACTUAL**

We seek \$45,000 in grant funds for outside consultants specializing in K-8 education to visit our schools and provide professional development during the final three years of the grant period. These consultants will likely be ones we have employed before, who specialize in culture-building and instructional support.

**CONSTRUCTION**

We are not requesting grant funds for this budget category. All construction expenses associated with this project will be paid for through other funding sources.

**OTHER (TRAINING FEES)**

We are requesting a total of \$40,000 in grant funds for our new principals to attend workshops during their pre-opening and launch years. Any additional training fees will be paid for through other funding sources. These workshops will likely include Uncommon Schools' Taxonomy training and Building Excellent Schools' sessions on various aspects of running a high-performing urban charter school.

**TRAINING STIPENDS**

While we are requesting grant funds to cover fees for training and professional development workshops, we are not requesting grant funds to pay our staff stipends for their participation in these workshops. Any training stipends associated with this project will be paid for through other funding sources.

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	DC Preparatory Academy
<b>Applicant's DUNS Name:</b>	1880649550000
<b>Federal Program:</b>	Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality
<b>CFDA Number:</b>	84.282

- Has the applicant ever received a grant or contract from the Federal government?
 

Yes       No
- Is the applicant a faith-based organization?
 

Yes       No
- Is the applicant a secular organization?
 

Yes       No
- Does the applicant have 501(c)(3) status?
 

Yes       No
- Is the applicant a local affiliate of a national organization?
 

Yes       No
- How many full-time equivalent employees does the applicant have? (Check only one box).
 

3 or Fewer       15-50

4-5       51-100

6-14       over 100
- What is the size of the applicant's annual budget? (Check only one box.)
 

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

**Survey Instructions on Ensuring Equal Opportunity for Applicants**

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.