

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Strategic Plan 2009 - 2012
October 2009

The DC Public Charter School Board would like to thank Front of the Bus Productions for facilitating the strategic planning process and development of the subsequent plan.

About Front of the Bus Productions

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Established in 1998, Front of the Bus exists to strengthen leadership, educational, and organizational practices that result in positive outcomes for children, youth, families, and the adults who serve them. Our work is accomplished through strategic engagement, customized solutions, and maximized client strength.

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Executive Summary

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**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD
STRATEGIC PLAN 2009 – 2012**

EXECUTIVE SUMMARY

The District of Columbia Public Charter School Board (PCSB) has been in operation since 1997. Serving as one of the then-two chartering authorities within the District, the PCSB's first ten years were focused on establishing an internal structure that would provide:

- A sound application process for the selection of promising charter school models;
- Oversight processes that evaluated school performance and determined board actions towards schools while respecting school autonomy; and
- Appropriate connections with other District of Columbia agencies fundamental to charter school operations (e.g., the Office of the Chief Financial Officer).

Over the past eighteen months, the PCSB has participated in a rigorous strategic planning process to build upon the strengths of the organization, address challenges, and focus on its future capacity to support excellence in public education. Activities have included: internal and external capacity assessments; facilitated planning retreats involving the board and staff; data analyses; and discussions regarding the future direction of the organization. Working together, the board and staff were successful in refining the PCSB mission statement to reflect a shared understanding of the organization's identity and direction. This work also resulted in the articulation of a transformational vision, to which the board and staff aspire.

The resulting strategic plan focuses on the PCSB's internal capacity to support its mission, vision, and related priorities. The following pages provide a profile of the current PCSB; a brief discussion of the capacity assessment activities and results; and the emergent strategic goals, expected outcomes, and related actions needed to achieve them. The plan concludes with provisions for its management through financial planning, monitoring, and evaluation by the PCSB's Board and Leadership Team over the next three years.

About the DC Public Charter School Board

Over its 12-year history, the PCSB has received more than 150 applications, approved 52, denied 104, and subsequently closed 9 non-performing schools. Based on the very deliberate work of the application and oversight processes, the PCSB is recognized as a credible and national leading charter authorizer. In October 2008, the PCSB received the Award for Excellence for Improving Practice in Authorizing from the National Association for Charter School Authorizers.

The PCSB currently oversees 57 schools on 99 campuses, which serve more than 27,000 students from every ward of the city. The organization's *mission* is to provide high quality public school options for District of Columbia students, families, and community through four functions:

- **A comprehensive review application process**—ensures that the PCSB only approves charter school applications that demonstrate research-based programs, experienced leadership, and community support;

- **Effective oversight**—holds schools to high standards for results, with extensive reviews and data collection, and makes oversight decisions with the best interests of students in mind;
- **Meaningful support**—provides clear feedback and increased oversight to struggling schools, and rewards consistently high-performing schools with more autonomy; and
- **Active engagement of stakeholders**—solicits community input and strives to be responsive to and transparent with all who are impacted by and impact the PCSB and public charter schools.

The PCSB's **vision** is to lead the transformation of public education in DC and to serve as a national model for charter school authorizing and accountability.

At the heart of the organization's **core values** is the belief that every child is entitled to a high quality educational experience that will enable him or her to leave high school well-prepared for college and careers.

A mayor-appointed governing board of seven, and a professional staff of 23 are responsible for the oversight and management of the organization's mission and vision.

Strategic Goals, Outcomes, and Related Actions

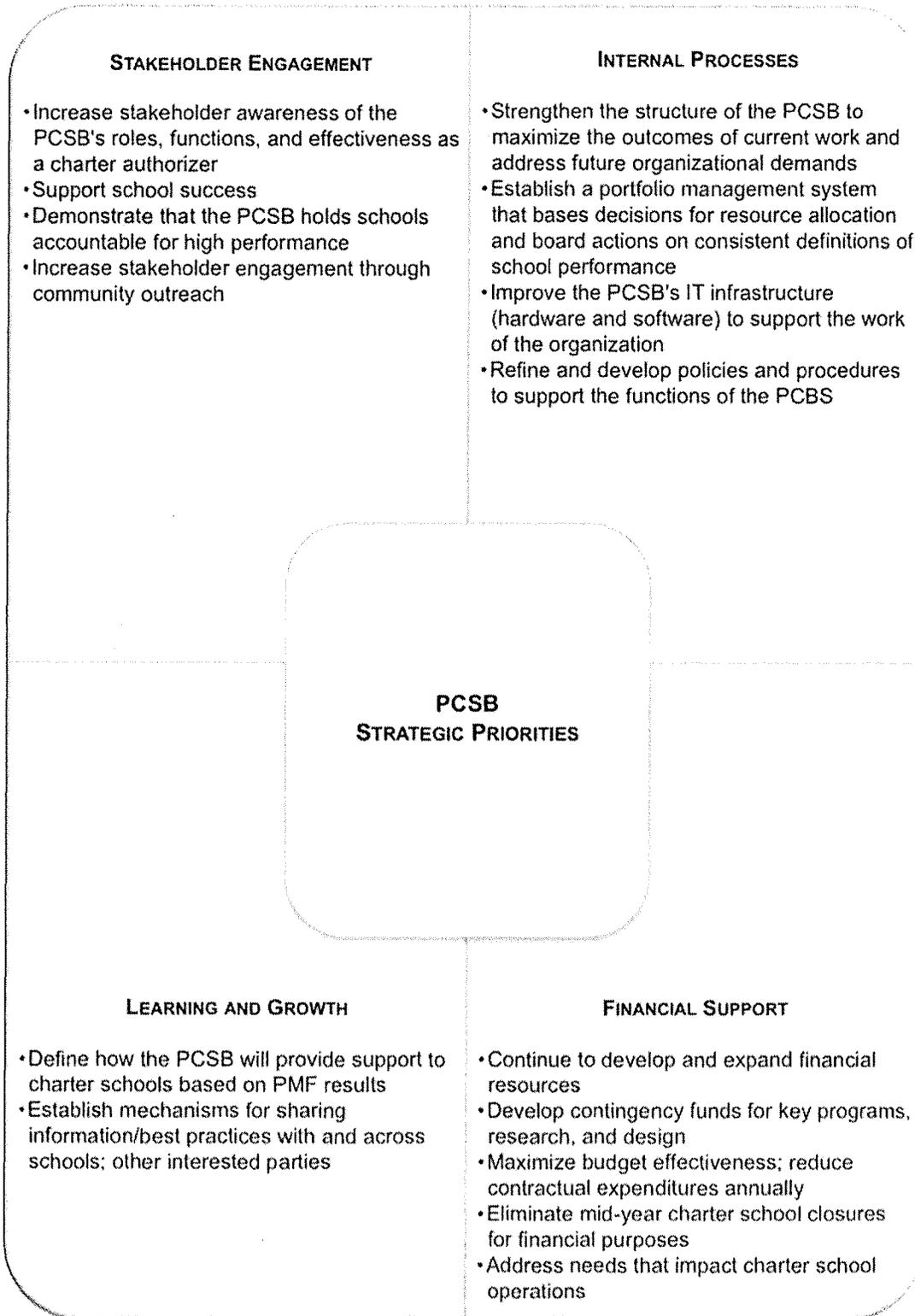
The information gathered from the internal and external capacity assessments, relevant organizational decisions, and subsequent planning have helped to shape the goals, desired outcomes, and related activities identified in this strategic plan.

The overarching issues that the plan addresses are:

- **Maintaining Independence and Long-Term Sustainability**—Supporting the PCSB's role as a nationally recognized authorizer and leader in school reform.
- **Strengthening Organizational Structure**—Targeting staffing and expanding internal policies and procedures.
- **Increasing Accountability**—Enhancing board development (e.g., orientation, training, assessment) and governance (i.e., oversight, accountability, fiduciary responsibility, and related policy management).
- **Improving the Use of Data for Decision Making**—Enhancing infrastructure to inform development of school portfolio and policies.
- **Continuing and Expanding Outreach**—Providing technical assistance and support to enhance stakeholder engagement.
- **Improving Communication**—Focusing internally (i.e., among staff and board members) and externally (targeting key stakeholders).

Presented within the full plan are the goal statements, outcome measures, and annual activities that will strengthen the capacity of the PCSB to support its mission and vision over the next three years. And while the goals will remain constant, the outcome measures and related activities differ annually.

STRATEGIC PLANNING GOALS 2009 – 2012



See the full plan to review related annual action plans detailing all related activities, including progress indicators, persons responsible, and timelines.

Plan Management

The PCSB's financial well-being will be tantamount to the organization's ability to successfully implement the proposed strategic plan. Building upon the 12-year history of strong financial management and health, traditional and non-traditional (i.e., grant funds, other) will be sought to ensure strengthened capacity to manage current and long-term goals.

The PCSB board and staff leadership will share the monitoring, evaluation, and annual review of the plan: the board through committee work and deliberation as a whole; the staff through a reporting system that will identify the real-time status of stated goals and related activities.

Conclusion

The ability of the PCSB to remain a leader in education reform rests squarely on the success of its efforts on behalf of the District of Columbia's children and their families. Increased accountability, improved technical assistance and training, and ongoing attention to school excellence and best practices, are all moves in the right direction.

The internal capacity of the organization to meet the needs of charter schools relies heavily upon well-qualified staff, effective policies, and strong communication between board and staff to ensure consistent approaches that align with organizational priorities. Attention to organizational structure, policy development, and improved internal communication will strengthen organizational outcomes.

Success also relies upon the ability to address the tension inherent in responding to immediate charter school needs and planning for the future. The ability to learn while continually evolving to ensure children are guaranteed opportunities to receive a high quality public education will require data-driven decision making, reflective practices, and annual planning to maintain relevance for today and innovation for the future.

The strategic plan presented makes provisions for these needs and sets a course for continuous improvement.

For more information about the full strategic plan, contact:

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STRATEGIC PLAN 2009 – 2012**

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ENVIRONMENTAL ASSESSMENT: BACKGROUND AND RESULTS

The goals, objectives, and related activities detailed by the strategic plan have been developed in response to analyses of the strengths, weaknesses, opportunities, and threats (SWOT) that impact the current work of the PCSB¹. The analyses cover two organizational dimensions:

- **Internal** - the organization's current capacity to fulfill its mission, vision, and ongoing operation; and
- **External** - additional factors including the influence and perceptions of key stakeholders² that may impact the organization's functions.

Two internal assessments were conducted to gather data about the organization's functioning and effectiveness. The first was completed through the use of an approved adaptation of the *Capacity Assessment Tool* developed by McKinsey and Company for Venture Philanthropy Partners.³ The board chair and members of the staff leadership team discussed eight categories of nonprofit functioning. The second was a SWOT analyses conducted with staff and board looking at the organization's mission and vision against four

¹ For the purposes of this plan, *strengths* and *weaknesses* are functions that are inherent to the organization and can be addressed; *opportunities* and *threats* may be factors beyond the organization's immediate control, but can be planned for or around to minimize or maximize their impact as necessary.

² Key stakeholders are individuals and groups that are invested in the success and/or failure of the organization's mission—those persons who can significantly help or hinder the work of the organization.

³ Busch, H.T. (2006). *Capacity Assessment Tool*. Baltimore, MD: Grassroots Nonprofit Resource Mentoring Project, University of Maryland-Baltimore.

thematic areas based on the *Balanced ScoreCard* approach. The approach serves as both a *process* to strategically plan and measure success, and a *management method* to monitor the plan once developed.⁴

Finally, customized assessments were used to gather information about the PCSB functioning from the perspective of key stakeholders connected directly to its work. The stakeholders targeted included: Charter school leaders (i.e., senior staff and board members), charter school parents, advocates, education and government leaders, and funders.

Please see Appendix A for a detailed discussion of the assessment methodology including timelines, activities, and the participants queried.

Results

The following provides a summary of key themes identified during the assessment process. The item rankings and summary results for all assessments are included in Appendix B.

Internal: Nonprofit Functioning Assessment

For each of the eight categories assessed, respondents noted that additional work was needed to move the organization to the ideal level of internal capacity. Any area representing less than eighty percent of the highest possible total ranking for that area of functioning was flagged for further consideration within the strategic plan. The primary areas where this occurred are:

- **Hopes and Dreams:** While respondents agreed that the mission statement for the organization was strong, at times goal setting tended to be more reactive to the “hot button” issues faced by schools and/or the PCSB, or in response to the political climate. The desire was to be more proactive in planning the work of the organization.
- **Strategy Development:** Respondents indicated that while some strategies existed for the PCSB functioning, others were needed, particularly around the expansion of the portfolio of schools, targeting specific demographic needs, and refining the procedures around management of low performing schools and school closures.
- **Organizational Skills:** Emphasis was placed on the need to diversify funding and further engage external relationships in support of the organization.
- **Human Resources:** Agreement was high that the existing staff and board were committed to the mission and vision of the organization. Concern was expressed, however, that given the current size of the PCSB’s portfolio of schools and the potential for expansion, additional attention would be needed in the recruitment and compensation of highly qualified staff to meet future demand. Succession planning was also identified as a need, particularly as staffing changes necessitated ensuring that historical information and current direction remain consistent in the orientation of new staff. Similarly, no formal board training program existed to help orient new board members to the history of the PCSB’s work, current priorities, and future goals.

⁴ Kaplan, R. and Norton, D. (1992). *The Balanced ScoreCard: Measures that Drive Performance*. Harvard Business Review. Cambridge, MA: Harvard Business Press.

- **Technological Literacy:** Concern was expressed around the availability and use of data to track school performance. Also expressed was the need to improve staff use of software designed to systemize charter school reporting and other PCSB tasks.

External Assessments: Customized Interviews

The following provides a summary of the results of external assessments conducted by way of phone, on-line surveys, and a focus group.

- **Role of the PCSB**

For all respondents, the majority was clear about the role of the PCSB citing most often the following roles:

- Authorizer of DC Public Charter Schools
- Oversight and guidance
- Technical assistance
- Revocation of charters

- **Organizational Effectiveness**

Given the choice of rating the effectiveness of the work of the organization (i.e., *Not at All Effective, Sometimes Effective, Effective, Frequently Effective, Always Effective*), the ratings were most often *Effective* and *Frequently Effective*, respectively.

- **Communication**

The tools respondents used most often to ensure timely communication with the PCSB were:

- Email for quick answers and disseminating information
- Phone for discussion and to respond to immediate needs
- Website for quick access to information about the PCSB, but only when current

- **Rating of Functional Effectiveness**

Given the choice of rating the effectiveness of the PCSB's functions, supports, and/or Processes (i.e., *Does Not Work Well, Works Well, Works Very Well, Don't Know or Does Not Apply to Me*), the following were ranked highest the most often as *Works Well*.

- Reviews: Monitoring/Oversight; Charter, Compliance, Financial, Self Study, and Special Education Reviews
- Technical Assistance: Board Governance Training

- **Additional Strengths**

Other areas noted as organizational strengths included: Knowledgeable and committed staff, a strong board, helpful technical assistance, and the commitment to charter school success

- **Challenges**

Several challenges were identified including:

- Lack of timely and broad communication
- Need to engage new stakeholders (e.g., friends of charter education, key decision makers)
- Need for schools to have technical assistance in additional areas (e.g., NCLB, special education)
- Use of outside consultants in review processes who may not consistently rate information

- Short notice deadlines
- Redundancy of reporting (e.g., OLAM, OSSE)
- Rapid portfolio expansion, which seems to impact staff capacity to respond to all schools
- Need for additional qualified staff
- Striking a balance between oversight and accountability and helping schools maintain individuality and autonomy
- Mediocre public charter schools
- The role of technical assistance versus criteria for school closure
- Raising the bar to ensure high quality schools and closing those that are not
- Anti-Charter political climate
- Lack of "advocacy," although who should do this is not clear

■ **Future Directions**

Respondents were asked to rank order the possibility of eight specific future directions for the PCSB. The areas that received the top three rankings were:

1. Influence DC education public policy.
2. Disseminate best practices about school performance, curricula development, and operations.
3. Foster greater collaboration between the PCSB, DCPS, and DC Government Agencies.

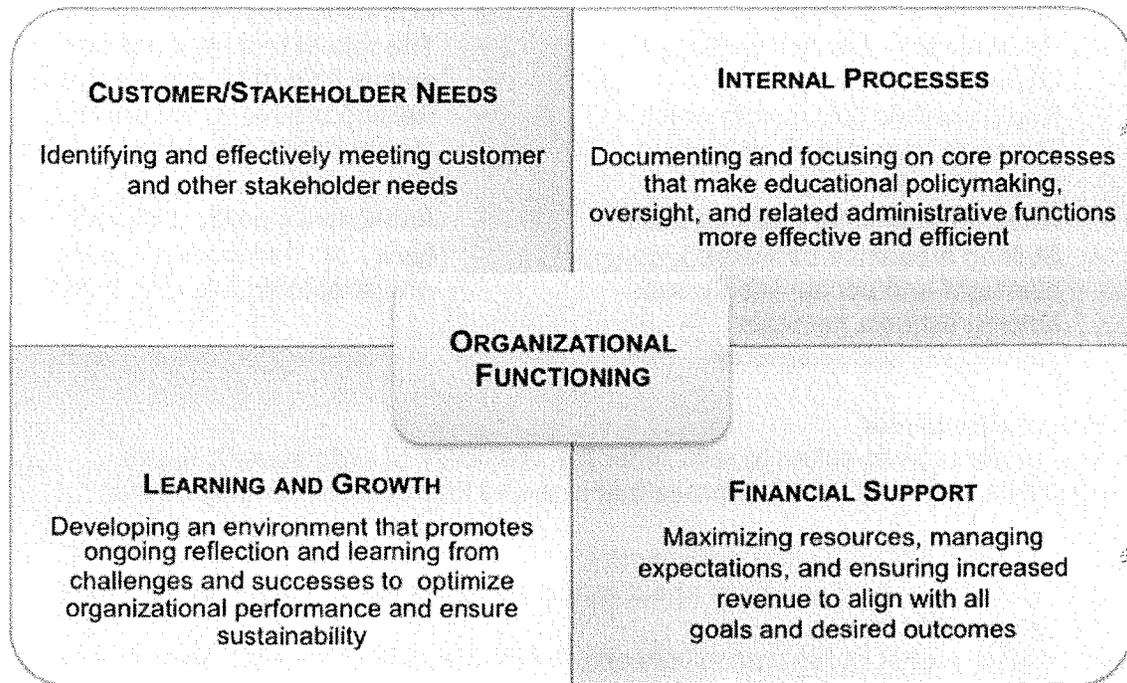
■ **Stakeholder Recommendations**

Among the recommendations provided, the following themes emerged most often:

- Replicate successful schools with significant academic gains and meeting community needs, not only those that are large in size and have more funding
- Assist charter schools with facility issues
- Host public forums around charter school education
- Provide opportunities for charter school leaders to talk to each other (i.e., information sharing, networking, planning)
- Continue to work with the Mayor, City Council, and related partners to fund public charter education (i.e., city, Congress, foundations)
- Consider the relationship between the existing student population and the maximum number of charter schools that can exist in DC
- Develop/strengthen partnerships with other organizations (e.g., OSSE, facility developers, DC agencies, universities, corporations)

■ **Board and Staff Assessments**

The results of the internal and external capacity assessments were reviewed by governing board and staff members. Groups were then charged with prioritizing needs and identifying potential goals and strategies to address them based on all areas identified. Four interrelated organizational functions helped to order the results of the SWOT analyses and to target planning.



The following section provides a summary of the key areas and related themes that emerged from the SWOT analyses, the recommended strategic responses, and the actions targeted to address them.

SWOT THEMES, STRATEGIC RESPONSES, AND RELATED ACTIONS

CUSTOMER/STAKEHOLDER NEEDS			
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> ▪ Active integration of board and staff responsibilities in decision making 	<ul style="list-style-type: none"> ▪ Need for greater public awareness, grassroots support 	<ul style="list-style-type: none"> ▪ Local and national political climate 	<ul style="list-style-type: none"> ▪ Challenges in finding adequate facilities
<ul style="list-style-type: none"> ▪ Portfolio of recognized, committed schools 	<ul style="list-style-type: none"> ▪ Could do more to serve schools (e.g. timely responses to needs, notice of deadlines) 	<ul style="list-style-type: none"> ▪ Increased needs for technical assistance, ability to provide 	<ul style="list-style-type: none"> ▪ Anti-charter sentiment in DC
<ul style="list-style-type: none"> ▪ Reputation that charters are able to offer what DCPS cannot (e.g. specialized study, smaller classes) 	<ul style="list-style-type: none"> ▪ Proof of academic performance should not just be schools' responsibility 	<ul style="list-style-type: none"> ▪ PCSB's outreach to stakeholders to increase visibility around issues 	<ul style="list-style-type: none"> ▪ Perception that charters are funded at expense of DCPS
<ul style="list-style-type: none"> ▪ Perception that charters are safer and provide better environments 			<ul style="list-style-type: none"> ▪ Belief that the number of schools is approaching saturation
Strategic Response	Related Actions		
Tell our story better (e.g., role in charter education)	<ul style="list-style-type: none"> ▪ Boost internal communication capacity ▪ Increase community outreach ▪ Improve website content ▪ Conduct media training for board members and school leaders ▪ Host special events (e.g., charter awards) 		
Build more political support in the city, with Congress; ward off threat to PCSB independence and autonomy	<ul style="list-style-type: none"> ▪ Clarify legal authority ▪ Increase political outreach ▪ Engage critics (e.g., opinion polls, surveys, focus groups, forums) ▪ Mobilize parents 		
Reduce the regulatory burden and oversight costs to the PCSB	<ul style="list-style-type: none"> ▪ Standardize reporting requirements ▪ Create solid survey instruments for feedback (e.g., regarding problems, needs, strengths) from schools, government services agencies, other stakeholders 		

**SWOT THEMES, STRATEGIC RESPONSES,
AND RELATED ACTIONS**

INTERNAL PROCESSES			
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> ▪ Committed board and staff members 	<ul style="list-style-type: none"> ▪ Use of external consultants to facilitate review decisions, results inconsistent 	<ul style="list-style-type: none"> ▪ Create policies, procedures to increase PCSB efficiency, streamline school processes 	<ul style="list-style-type: none"> ▪ Some policies, procedures not consistently applied nor transparent—could lead to negative views
<ul style="list-style-type: none"> ▪ Great working environment and facility 	<ul style="list-style-type: none"> ▪ Lack of policies for certain functions (e.g., school oversight, communications) 	<ul style="list-style-type: none"> ▪ Enlist technology to improve reporting 	<ul style="list-style-type: none"> ▪ Lack of presentation of data on schools allows others to spin successes, failures of schools, PCSB
<ul style="list-style-type: none"> ▪ Good foundation for monitoring, reviewing finances 	<ul style="list-style-type: none"> ▪ Need for improved communication between the PCSB's board and school boards 	<ul style="list-style-type: none"> ▪ Use existing communication avenues to better target stakeholders 	<ul style="list-style-type: none"> ▪ Loss of PCSB institutional memory as staff, board change
<ul style="list-style-type: none"> ▪ Strong policies, procedures for schools updated annually 	<ul style="list-style-type: none"> ▪ PCSB staffing shortages, need for improved salary structure 	<ul style="list-style-type: none"> ▪ Survey stakeholders annually (e.g., school leadership, staff) to determine PCSB strengths, areas of need 	<ul style="list-style-type: none"> ▪ Strength of external voices in the absence of the PCSB's
	<ul style="list-style-type: none"> ▪ Limited opportunities for reflective practice, info sharing 	<ul style="list-style-type: none"> ▪ Expand training menu for charter school and PCSB boards, staff 	
	<ul style="list-style-type: none"> ▪ Technology does not support full range of staff or schools' needs 		
Strategic Response	Related Actions		
Increase internal efficiency and transparency of board operations	<ul style="list-style-type: none"> ▪ Encourage internal work groups to develop policies and procedures ▪ Set aside staff meeting time to contribute to policies and procedures ▪ Identify groups, areas in need of policies and procedures ▪ Outsource draft of practices to be developed into policies 		
Strengthen internal communication	<ul style="list-style-type: none"> ▪ Target opportunities for staff to have focused time for problem solving, information briefings ▪ Establish liaison relationships with the board ▪ Mobilize parents 		
Build reflective practices into the work	<ul style="list-style-type: none"> ▪ Schedule time for reflection: <ul style="list-style-type: none"> – Have we served our customers well? – Have we served ourselves well? 		

**SWOT THEMES, STRATEGIC RESPONSES,
AND RELATED ACTIONS**

LEARNING AND GROWTH			
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> The positive reputation of the PCSB as an authorizer 	<ul style="list-style-type: none"> The lack of "brand awareness" of the PCSB and charter schools 	<ul style="list-style-type: none"> DC educational reform requires many groups to work together 	<ul style="list-style-type: none"> Competing interests and attention for resources to meet all public schools' needs
<ul style="list-style-type: none"> Willingness of board and staff to plan and adapt to better serve schools 	<ul style="list-style-type: none"> Minimal resources for professional development 	<ul style="list-style-type: none"> The closing of select DCPS sites 	<ul style="list-style-type: none"> Fragmentation of the charter school industry, where it might head next
<ul style="list-style-type: none"> The desire to collaborate with charter schools, and other organizations committed to improving outcomes for children 	<ul style="list-style-type: none"> Limited connection to political leaders who understand the work of the PCSB 	<ul style="list-style-type: none"> Potential connections with the business community 	
	<ul style="list-style-type: none"> Need for a policy analyst 		
Strategic Response	Related Actions		
<p>Ensure that the PCSB is effective in influencing public policy in education</p>	<ul style="list-style-type: none"> Build communications effectiveness/relationships with government officials 		
<p>Take primary leadership among all local government agencies with regard to issues that impact charter schools</p>	<ul style="list-style-type: none"> Address the need for board members to be more active politically 		

**SWOT THEMES, STRATEGIC RESPONSES,
AND RELATED ACTIONS**

FINANCIAL SUPPORT			
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> ▪ Strong internal controls, systems, processes, and management 	<ul style="list-style-type: none"> ▪ Lack of diversification of funding sources 	<ul style="list-style-type: none"> ▪ Establishment of a non-profit arm 	<ul style="list-style-type: none"> ▪ Changes in the autonomy of the PCSB to manage funds
<ul style="list-style-type: none"> ▪ Reserves are identified and in place 	<ul style="list-style-type: none"> ▪ Poor budget alignment with strategic initiatives 	<ul style="list-style-type: none"> ▪ Services to other authorizers 	<ul style="list-style-type: none"> ▪ Funding tends to be tied to the political climate
<ul style="list-style-type: none"> ▪ Flexibility to receive funds from various sources 	<ul style="list-style-type: none"> ▪ Poor staff compensation impedes recruitment, retention 	<ul style="list-style-type: none"> ▪ Fee-based services 	<ul style="list-style-type: none"> ▪ Significant funding comes from schools rather than other sources, could become a perceptual challenge
	<ul style="list-style-type: none"> ▪ Procurement processes need to be improved 	<ul style="list-style-type: none"> ▪ Publications, handbooks for purchase 	
	<ul style="list-style-type: none"> ▪ Resources may lead Office of the CFO to underfund future 		
	<ul style="list-style-type: none"> ▪ Staff needed to handle grants management 		
Strategic Response	Related Actions		
Align the budget to strategic initiatives	<ul style="list-style-type: none"> ▪ Identify income expense trends ▪ Use historical data to develop annual operating budget ▪ Assign costs to strategic initiatives over next three years ▪ Meet with the Board Finance Committee to review budget ▪ Present initial budget in June for adjustment/approval 		
Maintain fiscal autonomy	<ul style="list-style-type: none"> ▪ Develop an internal memorandum to the Office of the CFO ▪ Form strategic alliances ▪ Meet with the Office of the CFO ▪ Develop a contingency plan ▪ Align the PCSB procurement process with DC Municipal Regulations (DCMR) 		
Diversify funding	<ul style="list-style-type: none"> ▪ Evaluate organizational need ▪ Define specific funding areas ▪ Identify grant writer, manager (e.g., employee or consultant) ▪ Develop grant management/grant writing capacity ▪ Develop mechanisms to pursue opportunities as they become available 		

Summary

The results discussed here are based on assessments conducted and reviewed in 2008 and again in 2009. Within that time, a brief pause in strategic planning occurred (May to December 2008) to accommodate the development of the Performance Management Framework (PMF), and the related technology data collection system, Mission-Orientated Data Management Solution (MODMS). Staff and board members agreed that the development of both the Framework and MODMS would have significant implications for future organizational activities that should be represented in the strategic plan. Additionally, a troubled economy; shifts in the local and national political and educational climates; changes in the PCSB Board and staffing; school closures; and pending legislation that threatened charter school facilities and access to funding, each had a tremendous impact on the work of the organization. Through it all, board and staff members worked to address areas in need of improvement and to manage key activities including:

- Revision of both the mission and vision statements to communicate more effectively the role and overarching goals of the PCSB.
- Creation, piloting, and implementation of the PMF, which will increase the capacity of the PCSB to manage the accountability of its portfolio of schools.
- Development of the technology-based MODMS to support school reporting of the data required by the PMF.
- Reorganization of staff roles and responsibilities within the School Performance Team to better meet the demands of the newly added functions of the PMF and MODMS activities.
- Addition of technological capacity to support school reporting of mandatory reviews.
- A newly launched website that provides greater detail about the functions of the organization, school demographics including performance data, and up-to-the-minute information impacting charter schools.

The strategic goals, outcomes, and related annual activities outlined in the following section build upon each of the gains made to date and plan for those areas still in need of attention.

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STRATEGIC GOALS, OUTCOMES, AND RELATED ACTIONS

Presented here are the goal statements, outcome measures, and annual activities that will strengthen the capacity of the PCSB to support its mission and vision over the next three years. And while the goals will remain constant, the outcome measures and related activities differ annually. The areas identified do not represent all organizational functions, but target specifically those areas in need of additional planning and investment to ensure overall organizational success. The PCSB's board and staff remain committed to operating within the organization's strengths while addressing those areas in need of change. The overarching issues that the plan addresses are:

- ***Maintaining Independence and Long-Term Sustainability.*** The future success of the PCSB as a nationally recognized authorizer and leader in school reform relies on the ability to remain accountable and autonomous in its management of a portfolio of high quality charter schools.
- ***Strengthening Organizational Structure.*** Careful attention must be given to ensuring that all functions of the organization are fully supported by a structure that addresses:
 - Staffing
 - Strengthening internal policies and procedures
- ***Increasing Accountability.*** As increased accountability is required of all charter schools, the organization seeks to model the same with particular attention to its own:
 - Board development (e.g., orientation, training, assessment); and
 - Governance (i.e., oversight, accountability, fiduciary responsibility, and related policy management)
- ***Improving the Use of Data for Decision-Making.*** The ability to access reliable data regarding key charter school functions and performance will be key. The PCSB continues to focus on enhancing its infrastructure to collect useful data and to inform the further development of its school portfolio and policies.
- ***Continuing and Expanding Outreach.*** The PCSB seeks to strengthen relationships with current schools and other key stakeholders and increase the capacity to serve others through:
 - Technical assistance and support
 - Targeted stakeholder engagement
- ***Improving Communication.*** The challenges and successes of the work must be communicated to address stakeholder needs and improve outcomes for children. This will be accomplished through planning that targets the timely sharing of important information:
 - Internally: Among staff and board members
 - Externally: Targeting key stakeholders

Plan Management: Internal Processes

Status Date: _____

GOAL: Strengthen organizational structure of the PCSB to strengthen current work and address future organizational demands						
Action Plan	Activity/ Persons Responsible	Yr/Qtr	Status			
			OT	DEL	NP	COM
Research structure of other charter authorizers		Year I Oct - Dec 2009				
Conduct a gap analysis to examine and clarify existing functions and determine needed functions		Year I Jan - Jun 2010				
Document major organizational functions, showing connections between departments, positions, and outcomes through a value chain analysis		Year I Jul - Sep 2010				
Establish a staffing plan and structure aligned with organizational priorities, including: job descriptions, performance objectives, pay scale		Year I Oct - Dec 2010				

A - 1 SPT Function Statement sent on Jan 14

2. Communication

3. Operations

4. IT