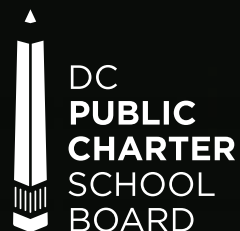


2018
**ANNUAL
REPORT**



“

School choice has been great for my community because students are given opportunities to experience things that they normally would not experience at the school in their area. It helps to level the playing field, and I think this is really important in a city with such a wide range of income levels.

”

Claire Taylor, Parent of a Public Charter School Student
and Member of DC PCSB's Parent and Alumni
Leadership Council

DC PCSB IN BRIEF

Created in 1996, the **DC Public Charter School Board (DC PCSB)** is an independent government agency of the District of Columbia that provides academic and financial oversight to 120 citywide public charter schools that are managed by 66 independently-run nonprofit organizations called local education agencies. These schools educated 43,340 students in the 2017 – 18 school year, which is nearly half of DC's public school students.

As the sole public charter school authorizer in our nation's capital, our role is different from that of a school district. We do not operate or direct the management of public charter schools. That is the job of each school's board of trustees. Instead we ensure all students and families have access to a quality public charter school education.

We do this by providing:

- **A rigorous and comprehensive new charter application process**, guaranteeing that only the strongest applicants are approved to open new schools.
- **Effective oversight and meaningful support** of every public charter school. We closely monitor academic performance and non-academic outcomes, such as attendance, discipline rates, and finances.
- **Clear and transparent academic, financial, and compliance reporting**, including rating every public charter school as Tier 1 (high-performing), Tier 2 (mid-performing), and Tier 3 (low-performing), helping families select the right school for their child.
- **Active involvement** of parents, school leaders, community members, and policymakers in our policies and processes.

VISION

Our vision is to lead the transformation of public education and serve as a national role model for public charter school authorizing and accountability.

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MISSION

Our mission is to provide quality public school options for DC students, families, and communities.

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“

As one of the nation’s top
authorizers, [the DC Public
Charter School Board]
demonstrates the leadership,
strong professional judgment, and
commitment to the work that it
takes to create great educational
opportunities for kids and families.

”

Greg Richmond, CEO, National Association of
Charter School Authorizers

YEAR AT A GLANCE

Here's what our public charter school sector accomplished over the last year.

47.5%

of public school students attend a public charter school.

1,849

more students enrolled in a public charter school than last year.

11,317

individual students are on waitlists for a spot in a public charter school in school year 2018 - 19. The number has increased every year since 2014.

83.9%

of PK - 12 students expressed satisfaction with their schools by choosing to return for the next school year.

12

years of annual growth on the statewide assessment.

7 & 5

percentage point improvement in the reading proficiency rate of black and economically disadvantaged students, respectively, on the National Assessment of Educational Progress (NAEP) since 2015.

73.4%

four-year high school graduation rate, which exceeds the city average in most subgroups.

95.8%

of public charter high school seniors were admitted to college in 2017.

20

Parent and Alumni Leadership Council members provided feedback on our policies and raised issues in DC education.

A man in a dark suit and white shirt is shown from the side, looking down at a book with a colorful cover. The background is a soft, out-of-focus grey.

“

We, the authorizers, are the levers of change. We can stifle this movement with overregulation. We can squelch promising new ideas and leaders. We can let this movement sink into mediocrity by tolerating poor performers. Or we can nurture promising leaders; grow our best schools; find smart, low-burden ways to monitor our schools without distracting them; and have the moral courage to do our hardest job – closing low-performing schools.

We, more than anybody else, can determine whether public charter schools in our communities and in our nation realize their extraordinary potential. And that’s why I love my job – I have never felt such a sense of potential and possibility as I do as a public charter school authorizer.

”

Scott Pearson, Executive Director,
DC Public Charter School Board



Scott Pearson visiting with a Meridian PCS student



A NOTE FROM OUR INCOMING BOARD CHAIR

“

It is my privilege to serve as the new chair of the board, partnering with staff and the community to expand high-quality school options for families in DC. DC PCSB is often recognized as one of the country's leading public charter school authorizers, and our success can be attributed to a few core principles: hold school leaders accountable, focus on equity, operate transparently and with consistency, and, most importantly, keep students at the center of all decisions. We lead, always, with these in mind in working to create the conditions of success for the public charter sector and for our students.

”

Rick Cruz, Chair of the Board, Resident of Ward 3



A NOTE FROM OUR OUTGOING BOARD CHAIR

“

Today, nearly half the children attending DC public schools are enrolled in a public charter school. Our parents seek high quality, Tier 1 education options but they also place a high priority on student safety and proximity to where they live. With these goals in mind, our board continues to lead the path to excellence for our students by bringing the best public charter school options to Washington DC, with a commitment to diverse instructional programs, city-wide accessibility, and the positive learning environments that our students and families deserve.

As my term comes to an end, I am proud of what this board has accomplished since I joined in 2008. We have significantly increased our focus on school quality and accountability through our School Quality Reports, created a more rigorous new charter school application process, dramatically increased the variety of instructional models available to students and families, and reduced exclusionary discipline in our schools. As a result, more students attend Tier 1 public charter schools than ever before, which has led to a steady growth in enrollment. I could not be happier with the successes we have achieved; yet I am also humbled by how far we have to go. I am looking forward to Rick Cruz's tenure as the new board chair and watching DC's public charter school sector continue to improve outcomes for students.

”

Darren Woodruff, Ph.D., Former Board Member and Chair, Resident of Ward 4

“

Opening a new school can be a daunting process, but support from [the DC Public Charter School Board] staff has been invaluable. They have met with us monthly and guided us through the journey of opening a unique adult [public] charter school. Our success would not be possible without the support of DC PCSB staff.

”

Haley Wiggins, Executive Director, The Family Place PCS

DEVELOPING A STRONG PORTFOLIO OF PUBLIC CHARTER SCHOOLS

We are dedicated to creating an outstanding portfolio of public charter schools. In school year 2017 – 18, students and families chose from 120 quality and diverse public charter schools that educated 43,340 students, from three years old to adults.

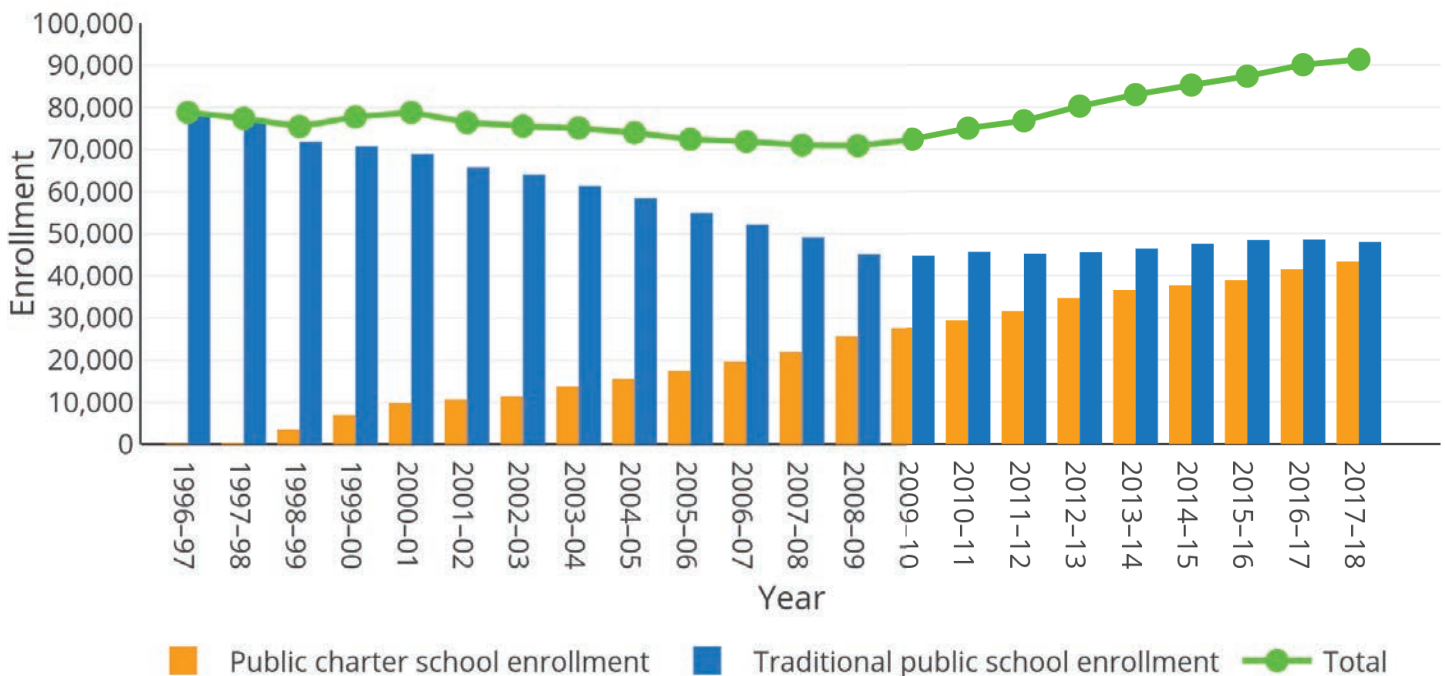
“

In many cities, including Washington, DC, competition between charters, which enroll [47.5] percent of students, and District schools has benefited both sectors.

Antwan Wilson, former DC Public Schools Chancellor

”

Public School Enrollment Over Time



Commitment to Quality

We are steadfast in our approach to holding our schools to high standards to ensure that all students receive an education that thoroughly prepares them for college or a career.

In developing a strong portfolio of schools, our goal is to open innovative new schools, replicate high-performing ones, and close low-performing schools.

School Demand

11,317 individual families were on a public charter school waitlist for school year 2018 – 19. This is 17 percent higher than last year and more than 50 percent higher than five years ago. Indeed, 65 percent of public charter schools have longer waitlists than they did for school year 2017 – 18.

New Public Charter School Proposals

We conduct a rigorous evaluation process for each proposal we receive. This includes extensive interviews with applicants, a community meeting, and a public hearing before the vote to approve or deny the proposal. We assess both the quality of the application and whether the proposed school fills a genuine need in the city.

In school year 2017 – 18, we received three new public charter school proposals, which were all denied by the Board at our May 2018 public board meeting because they did not meet our standard for approval. Proposals were submitted by BOLT Academy, Capital Village Academy, and MECCA Business Learning Institute.

New Public Charter Schools

In school year 2017 – 18, we opened one new public charter school: Sustainable Futures PCS. One existing public charter school opened an additional campus: Rocketship PCS – Legacy Prep.

School Expansion

Since 2014, 59 high-performing schools (Tier 1 schools) have either replicated or increased their enrollment. We encourage our Tier 1 schools to expand or increase their enrollment to provide more quality choices to students and families, as demand for public charter schools continues to grow.

School Closure

Since 2007, we have managed the closure of 43 low-performing public charter schools for either poor academic performance or fiscal mismanagement. Before we decide to close a school, we meet with the school's leadership and board members to discuss our concerns regarding their academic performance or financial issues. We also implement corrective action plans and issue Notices of Concern and Charter Warnings to our chronic low-performers.

In school year 2017 – 18, we managed the closure of:

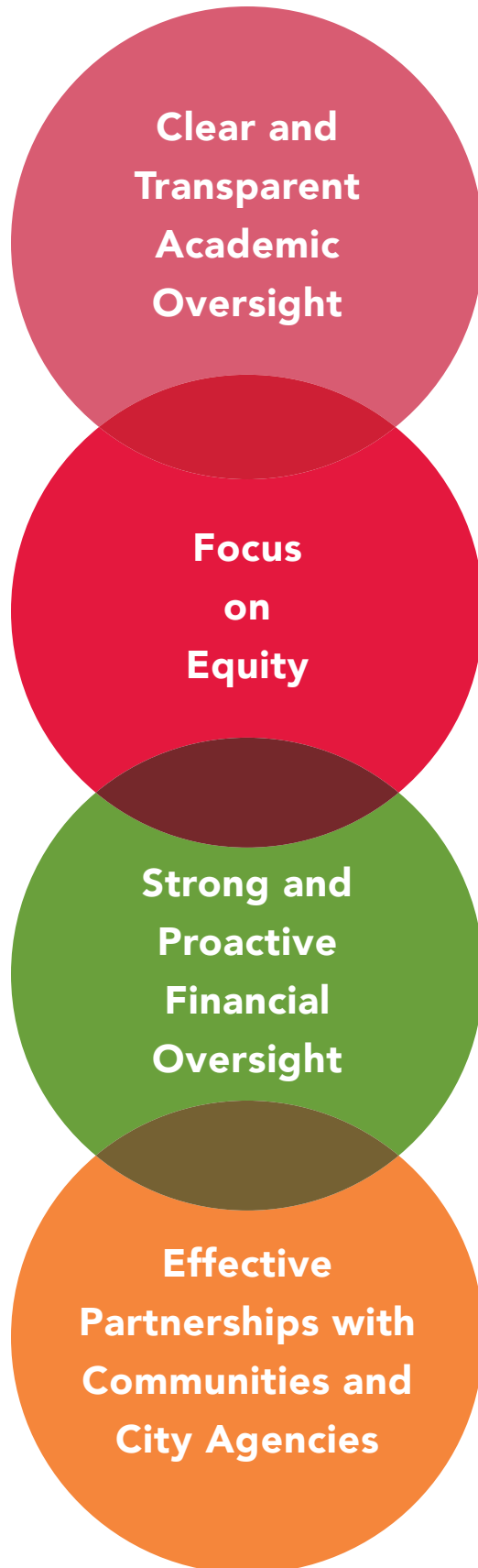
- **César Chávez PCS for Public Policy – Parkside Middle.** This school, which educated students in grades 6 – 8, will close completely by the end of school year 2019 – 20 because it did not meet its goals and student achievement metrics. It will close one grade at a time, starting with sixth grade.
- **Excel Academy PCS.** The school, which educated students in grades pre-kindergarten through eighth, closed because it did not meet its goals and student achievement expectations.
- **SEED DC PCS – Middle.** This school, which educated students in grades 6 – 8, will close completely by the end of school year 2019 – 20 because it did not meet its goals and student achievement metrics. It will close one grade at a time, starting with sixth grade.
- **Sustainable Futures PCS.** This school, which educated students in grades 9 – 12, relinquished its charter because of fiscal, academic, and operational challenges.
- **Washington Mathematics Science Technology PCS.** This school, which educated students in grades 9 – 12, closed because it was no longer economically viable.



FOUR PRACTICES THAT MATTER

To maintain a strong portfolio of schools, we must ensure every student receives a quality education regardless of race, gender, economic circumstance, home language, or disability. We center our practices on four areas: clear and transparent academic oversight, schools admitting and educating all students equitably, strong and proactive financial oversight, and effective partnerships with communities and city agencies.

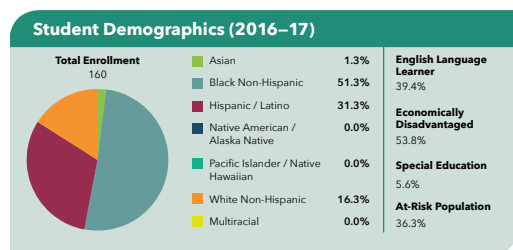
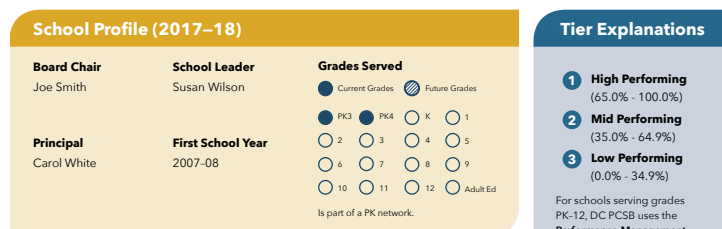
For each practice, we strive to be transparent with the data and search for tools that keep our oversight standards high but are not burdensome to schools.



CLEAR AND TRANSPARENT ACADEMIC OVERSIGHT

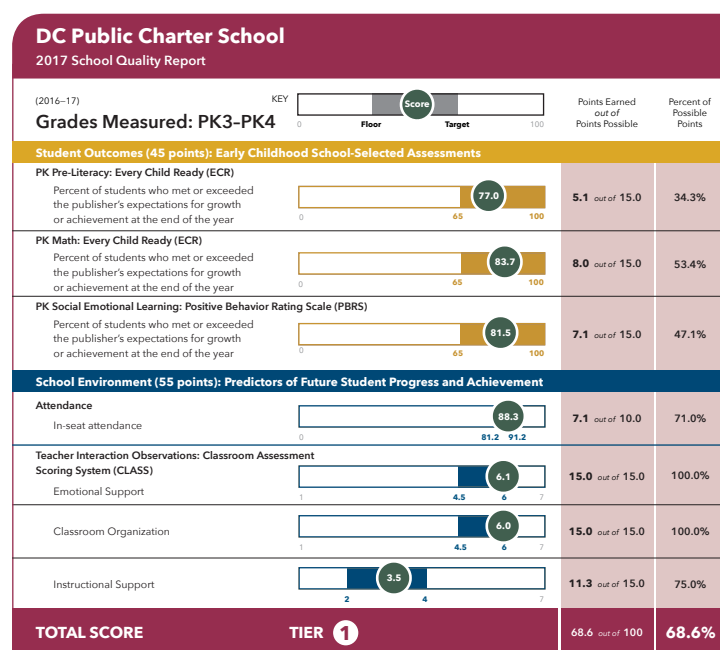
We believe in making our data public and setting tough but attainable accountability targets and standards for charter reviews and renewals. We use the following tools to monitor a school's academic performance. See our impact on page 24 of this book.

- School Quality Reports.** We take a comprehensive look at the quality of each public charter school through our annual School Quality Reports, which are made public. These reports are based on our Performance Management Framework, which measures academic performance and other indicators such as attendance, re-enrollment, and college acceptance. Schools earn points that are calculated into a percentage score that places schools into one of three tiers: Tier 1, Tier 2, or Tier 3, with Tier 1 being the best.



A Note from the School

DC Public Charter School's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. DC Public Charter School implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.



- **Charter Reviews and Renewals.** At least once every five years, we review each school to confirm it is meeting the goals and requirements set forth in its charter agreement. After 15 years in operation, each school is required to submit an application requesting to renew its charter for another 15-year term.

In school year 2017 – 18, we conducted 18 reviews or renewals:

Five-Year Review

Community College Preparatory PCS
Ingenuity Prep PCS
Sela PCS
Somerset Preparatory Academy PCS

15-Year Renewal

DC Prep Academy PCS
Eagle Academy PCS
Latin American Montessori Bilingual PCS

10-Year Review

Achievement Prep PCS
Center City PCS
Excel Academy PCS
Washington Yu Ying PCS

20-Year Review

Carlos Rosario International PCS
César Chávez PCS
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS
Maya Angelou PCS
SEED PCS
Washington Mathematics Science Technology PCS

- **Qualitative Site Reviews.** To complement the quantitative data found in our School Quality Reports, we designed the qualitative site reviews to gather additional, qualitative data. Specially trained staff and consultants observe traditional, special education, and English language learner instruction; afterward, the observations are published in a report that allows parents, teachers, and school leaders to view a qualitative description of the school's academic program and culture.

In school year 2017 – 18, we conducted 19 site reviews:

- Academy of Hope Adult PCS
- Achievement Prep PCS – Wahler Place Elementary
- Bridges PCS
- City Arts & Prep PCS
- DC Bilingual PCS
- District of Columbia International School
- Democracy Prep Congress Heights PCS
- E.L. Haynes PCS – Elementary
- E.L. Haynes PCS – Middle
- E.L. Haynes PCS – High
- Harmony DC PCS – School of Excellence
- Ideal Academy PCS
- Lee Montessori PCS
- Meridian PCS
- National Collegiate Preparatory PCHS
- Perry Street Preparatory PCS
- Roots PCS
- Two Rivers PCS – 4th Street
- Two Rivers PCS – Young

“

Two Rivers PCS participated in the Qualit[itative] [Site] Review (QSR) process this academic year. From the first day of the process to the last, our QSR team was professional, thoughtful, and a true pleasure to work with. I particularly appreciated how hard they worked to understand our unique mission and model, and to synthesize that understanding with their clear, consistent, and high expectations for teaching and learning. The classroom observations were smooth and seamless, and the final results were communicated to us in a transparent, comprehensible, and helpful manner. The entire QSR process reaffirmed our gratitude to have the [DC Public Charter School Board] as a partner and critical friend.

”

FOCUS ON EQUITY

Our approach to equity is to ground our work in data and data analysis. On a monthly basis, we share our findings with schools, which allows them to address concerns immediately.

Unintentional and Intentional Enrollment Barriers. These barriers may prevent a family from applying to or enrolling in a school. Through our Open Enrollment Policy, we employ several strategies to ensure schools are open to all DC residents. **Our strategies include:**



Mystery Caller Initiative

Monitors whether schools are intentionally advising students with disabilities or other needs not to apply.



Waitlist Management Initiative

Ensures schools are filling open seats in accordance with internal school procedures and open enrollment expectations set by the law.



Application Intake Initiative

Ensures that applications do not ask for information that would prevent a student from applying.



Enrollment Process Initiative

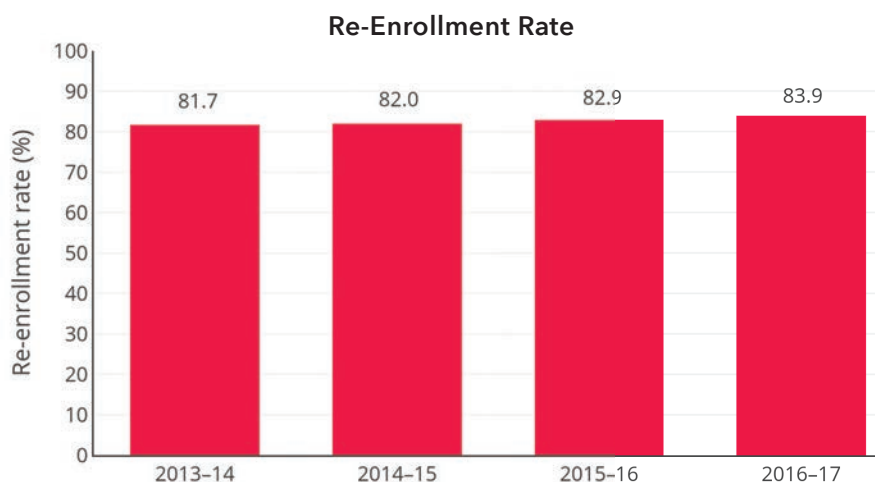
Ensures schools are not requesting information that would discourage a student from enrolling.



Lottery Initiative

Ensures that the lottery is random if a school does not participate in DC's common lottery system.

Midyear Withdrawal and Re-Enrollment Rates. Using data that each school submits, we determine if particular groups of students are exiting the school more than another group of students. Counseling out students during the year or between years is measured by midyear withdrawal and re-enrollment rates. As the charts show, we have seen the public charter school sector's re-enrollment rates increase and midyear student withdrawal decrease.



Note: All rates presented exclude adult public charter schools.

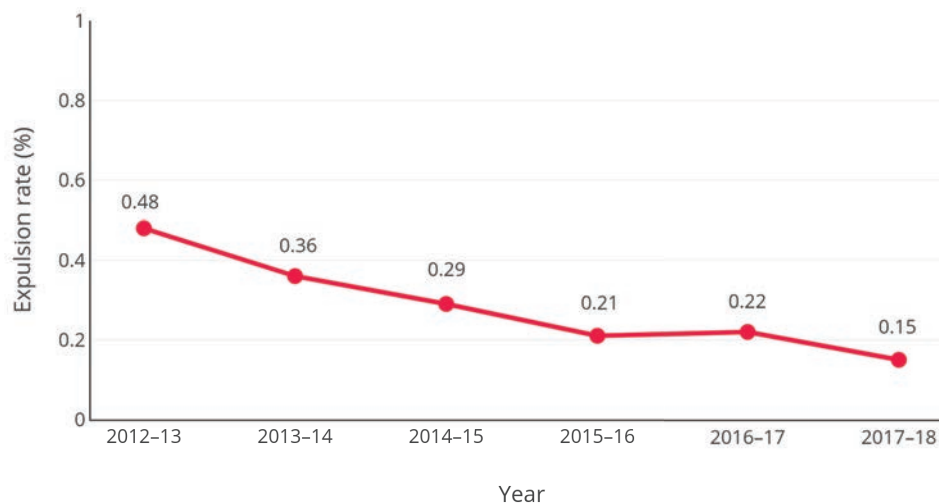
Midyear Movement

	2014-15 CHARTER	2015-16 CHARTER	2016-17 CHARTER	2016-17 CITYWIDE AVERAGE
Midyear Withdrawal	5.6%	5.3%	5.4%	5.7%
Midyear Entry	0.6%	0.7%	1.2%	4.9%
Net Movement	-5.0%	-4.6%	-4.2%	-0.8%

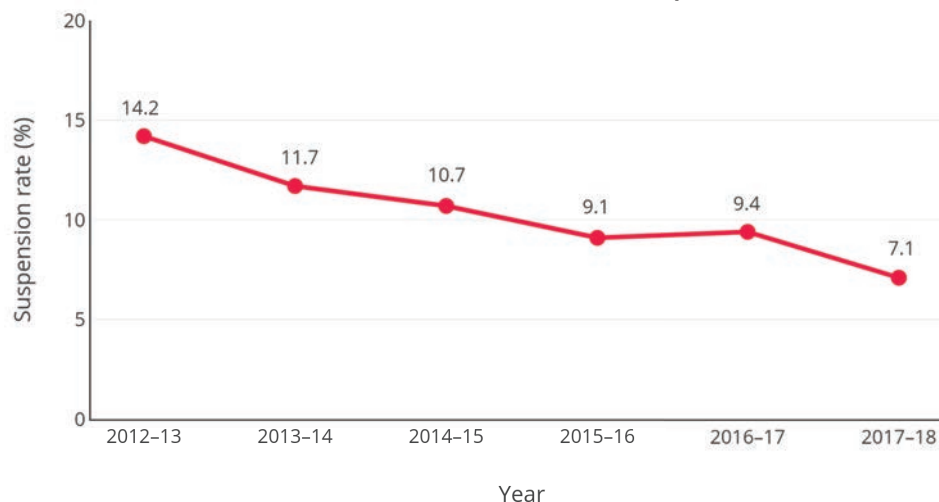
Note: All rates presented (both public charter and citywide average) exclude adult schools.

Discipline and Attendance Data. Since 2012, we have asked our schools to collect and report their monthly exclusionary and attendance data. We analyze these data, make them public through our citywide Equity Reports, and work with schools that use exclusionary discipline at significantly higher rates than similar schools to understand their data. Our goal is to ensure that students are in school and learning. As the charts show, we have seen large reductions in expulsions and out-of-school suspensions over the last six years.

Public Charter School Expulsion Rate



Public Charter School Out-of-School Suspension Rate



Suspension rate defined as the % of students enrolled as of the Enrolled Audit who receive one or more out-of-school suspensions. Partial-day suspensions are required to be reported for students with disabilities. For students without disabilities, only full-day suspensions are included.

STRONG AND PROACTIVE FINANCIAL OVERSIGHT

We monitor the financial health and operations of all of our schools. If a school *has engaged in a pattern of nonadherence to generally accepted accounting principles, has engaged in a pattern of fiscal mismanagement, or is no longer economically viable*, we are required to close it per DC law.

Monitoring

We monitor the financial health and management of our schools through three primary tools: (1) the annual Financial Analysis Report, which provides a comprehensive view of each school's financial health; (2) a review of the annual budget for each school's operations; (3) a review of interim financial statements, including a balance sheet and income statement. Additionally, schools undergo an in-depth review of their financial health and management as part of their Five- and 10-Year Reviews and 15-Year Renewals.

Transparency

We post all school budgets, tax returns, and audits to our website along with the annual Financial Analysis Report and a list of all school contracts entered into that are worth over \$25,000 per year.

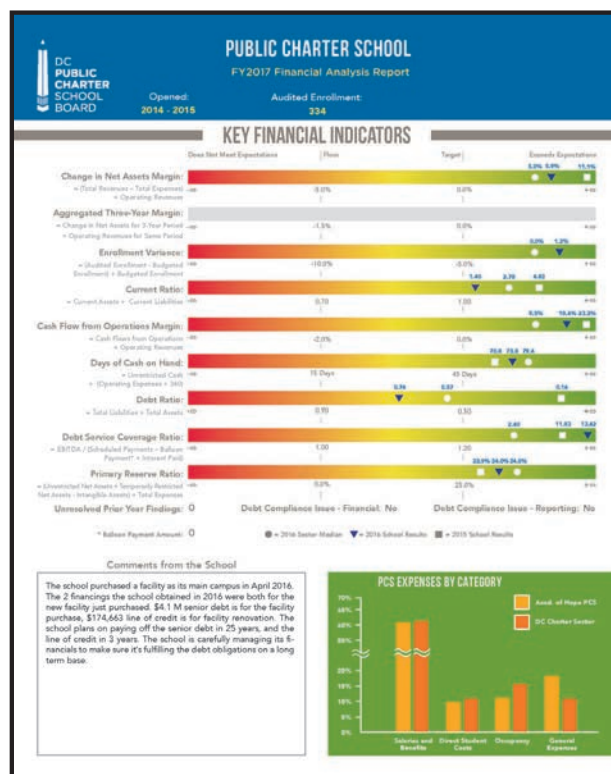
Interventions

If we have concerns about a school's financial health, we collaborate with the school to address them as early as possible. In most cases, we start with two interventions: (1) additional monitoring, including more frequent interim financial statement reviews and budget revisions; and (2) informal discussions of the school's financial challenges and plans for improvement. In cases of more extreme concerns, we may take more formal actions, such as raising our concerns at a public board meeting, issuing a warning for fiscal mismanagement, or instituting a Financial Corrective Action Plan, which sets specific performance targets for the school's finances.

Here is our summary of financial audit results for our schools over the past two fiscal years:

	FY2016	FY2017
Modified Opinion on the Financial Statements (GAAP)	0	0
Material Weaknesses in Internal Control over Financial Reporting	2	2
Noncompliance Material to the Financial Statements	0	0
Unresolved Prior Year Audit Findings	3	4
Going-Concern Issue	0	1
Debt-Compliance Issue	4	0

Example of a Financial Analysis Report



PUBLIC CHARTER SCHOOL

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2016	2015
Total Assets	\$6,503,495	\$1,554,464
Current Assets	\$1,117,185	\$1,074,162
Total Liabilities	\$4,911,184	\$254,158
Current Liabilities	\$799,214	\$222,267
Net Asset Position	\$1,892,214	\$1,300,306

FINANCIAL ACTIVITIES

	2016	2015
Revenues and Support	\$4,983,513	\$4,317,363
Expenses	\$4,089,569	\$3,838,182
Non-operating Revenues (Expenses)	\$	\$
Surplus (Deficit)	\$292,009	\$479,209

AUDIT FINDINGS

	2016	2015
Qualified/Modified/Adverse Opinion on the Financial Statements (GAAP)	No	No
Material Weakness in Internal Control over Financial Reporting (GAAP)	No	No
Non-compliance Material to the Financial Statements (GAAP)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidelines)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidelines)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2014	2015	2016 Sector Median
DC Funding per Student	\$11,719	\$11,820	\$17,657
Philanthropic Funding per Student	\$1,995	\$5,064	\$881
Total Revenues per Student	\$14,915	\$16,865	\$20,778
Expenses per Student	\$14,040	\$14,993	\$19,644

PCSB OBSERVATIONS

DEBT:

The school obtained two new financings in 2016. The first was a PNC Bank \$4.1M term note, matures 2021. The interest rate was initially based on the prime rate (3.5% as of April 2016), but converted to a fixed rate as of January 1, 2017. The outstanding balance at June 30, 2016 was \$4.1M. The school also obtained a \$500,000 line of credit from PNC Bank for property renovations on the building located at 2315 18th Place NE. The balance on the line of credit was \$174,663 at year-end and the interest rate, based on the prime rate, was 3.5%. If not for the line of credit, the school would have had 60 days cash on hand.

The school also has two unused line of credits. The first is for \$200,000 with PNC Bank that bears at rate of 4.5%, and the second is for \$350,000 with Capital One Bank with an annual interest rate of prime+1.85%.

FACILITIES:

\$386,208 in rent expense for the 601 Edgewood St, NE facility and the 421 Alabama Ave, SE facility. The Edgewood St lease expired December 15, 2016. The Alabama Avenue, SE, lease expires September 14, 2017.

The school has construction-in-progress for on-going renovation, construction and building improvements.

Subsequent to Fiscal Year 2016, the school moved to a new school location. This event will be addressed in the School's Fiscal Year 2017 audit and Financial Audit Review Report.

EFFECTIVE PARTNERSHIPS WITH COMMUNITIES AND CITY AGENCIES

Building and strengthening our relationships with communities and city agencies are an essential part of our work as an authorizer. We are always thinking about how to:

- **Engage Communities with our Work.** We must bring communities into discussions around topics that impact public education in the city and use their input to guide our authorizing practices.
- **Engage Citywide Agencies.** We must be a conduit between schools and citywide agencies. We use our role as an authorizer to elevate the voices of our school leaders to ensure our schools are bound to fair policies, and to facilitate agency outreach to our diverse portfolio of schools.

As such, over the last year, we have reinforced our relationships by:



Holding a training for **35** public charter school family and community engagement staff members to ensure they have the tools they need to effectively engage with their families and communities.



Working with DC Health (formerly DOH), which led to the approval of **five** new health suites for public charter schools and assurance that public charter schools receive **40** hours per week of health suite coverage.



Hosting our **first webinar** for advisory neighborhood commissioners about our work.



Attending **25** community meetings and events.



Organizing a cross-sector collaborative event for **281 teachers** during Teacher Appreciation Week.



Providing meaningful support to **five** schools around community and family engagement.



Onboarding **20** parents onto our Parent and Alumni Leadership Council.



Participating on **45** citywide task forces, which gave us an opportunity to collaboratively:



Work with the Task Force on Kids Ride Free. This led to improvements to the program to allow for ease of use.



Work with the Task Force on School Mental Health. This included recommendations to the DC Council, which led to **\$3 million** in additional funding for more school-based mental health services.

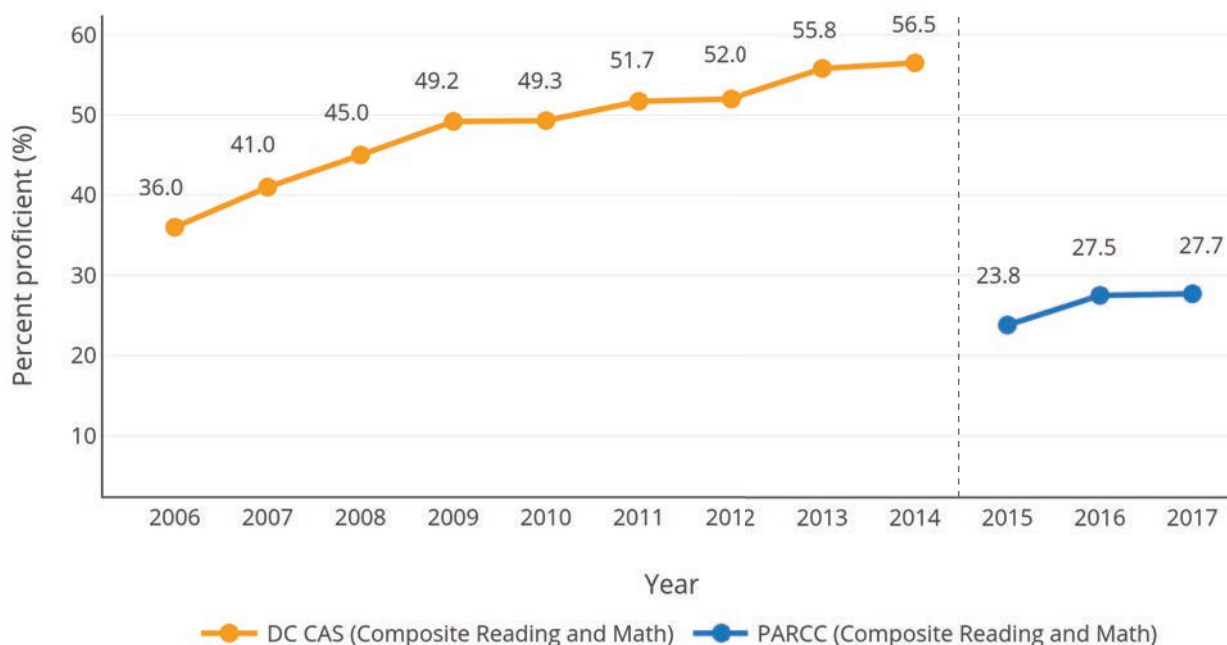
OUR IMPACT

DC's public charter school sector has seen tremendous gains in student outcomes because of the combined efforts of DC PCSB and our public charter schools.

Student Achievement

Over the past 11 years, student proficiency on statewide assessments – DC CAS and the Partnership for Assessment of Readiness for College and Careers (PARCC) – has steadily increased. Most significantly, our student body is 76 percent African-American and 48 percent at-risk, with both populations outperforming the state on the PARCC assessment.

**Achievement Results for Public Charter School Students
(2006 - 2017)**



**2017 PARCC English Language Arts Results by Subgroup for
State and Public Charter Schools**

Subgroup	State % 4+	PCS % 4+	Difference
All	30.5%	28.8%	-1.7%
Black/African American	22.0%	24.4%	2.4%
Hispanic/Latino	28.9%	28.6%	-0.3%
At-Risk	15.8%	18.2%	2.4%
Economically Disadvantaged	21.4%	23.5%	2.1%
English Language Learner	16.5%	13.5%	-3.0%
Students with Disabilities	6.3%	5.8%	-0.5%

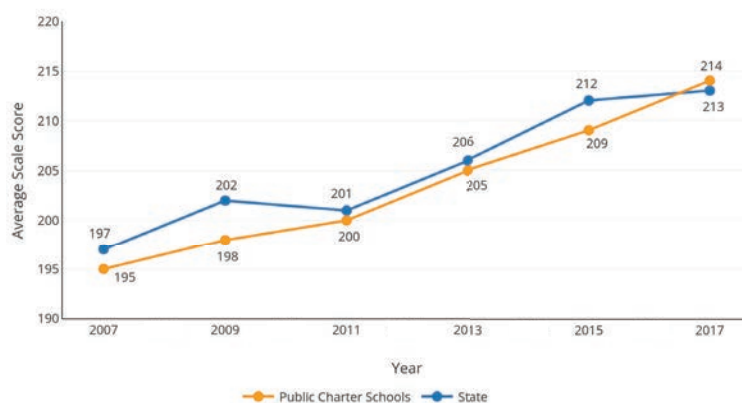
**2017 PARCC Math Results by Subgroup for
State and Public Charter Schools**

Subgroup	State % 4+	PCS % 4+	Difference
All	26.9%	26.6%	-0.3%
Black/African American	18.6%	22.5%	3.9%
Hispanic/Latino	26.0%	23.5%	-2.5%
At-Risk	14.2%	17.3%	3.1%
Economically Disadvantaged	19.0%	22.0%	3.0%
English Language Learner	21.2%	15.2%	-6.0%
Students with Disabilities	6.9%	6.9%	0.0%

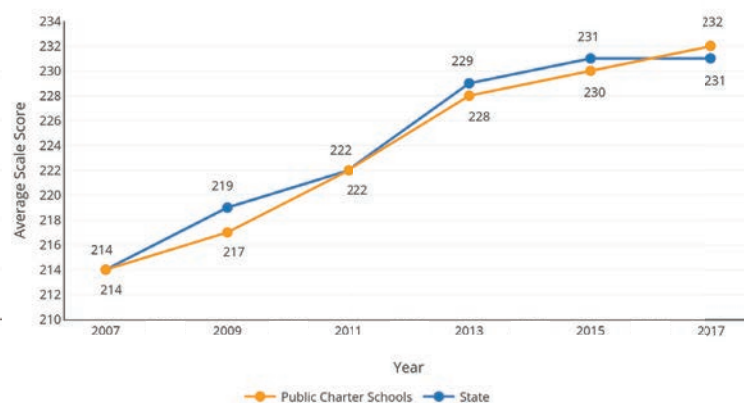
Note: All data on this page exclude adult public charter schools.

Fourth-graders in our schools improved dramatically in reading on the 2017 National Assessment of Educational Progress (NAEP). The test examines a sample of students in grades 4 and 8 on reading and math every two years.

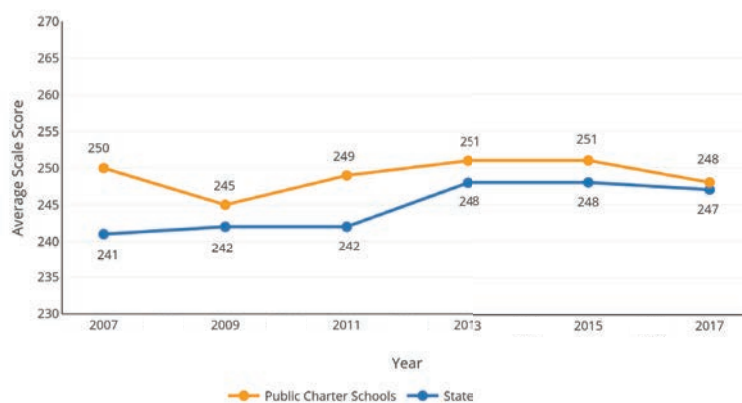
NAEP Grade 4 Reading Average Scale Score (Overall)



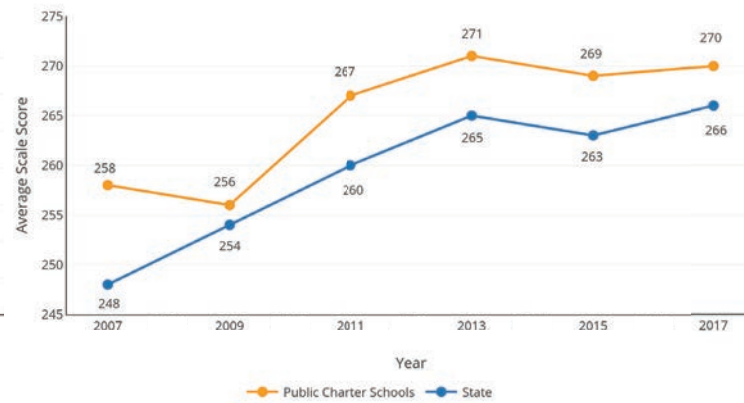
NAEP Grade 4 Math Average Scale Score (Overall)



NAEP Grade 8 Reading Average Scale Score (Overall)

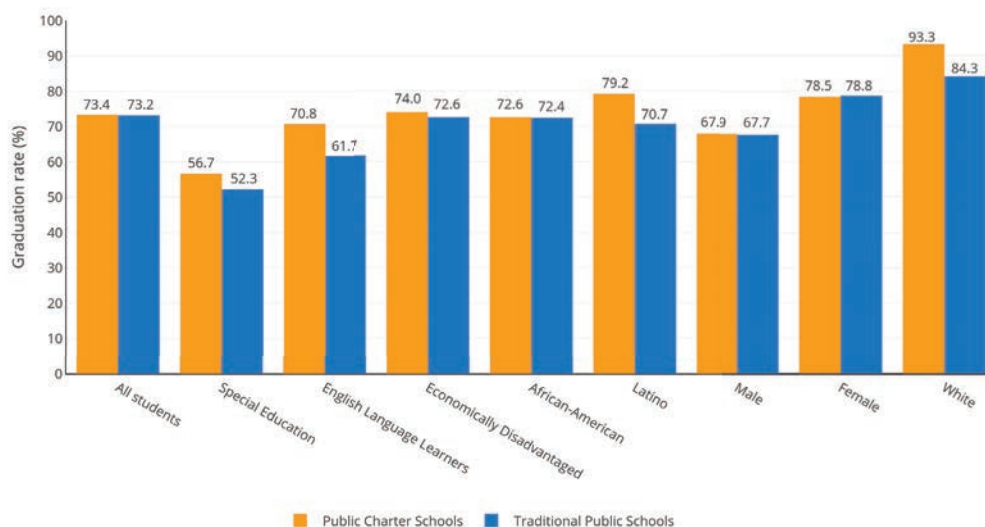


NAEP Grade 8 Math Average Scale Score (Overall)



Additionally, our schools graduate more students across most subgroups than traditional public schools. The 2017 four-year graduation rate for our students is 73.4 percent.

Four-Year Graduation Rate Across Subgroups (2016 – 17)





Awa Traore and her daughter, Leila, at Briya PCS.
Photo Credit: Briya PCS

“

Before [I enrolled at] Briya Public Charter School, I was nervous to speak English anywhere I went. I wouldn't even ask questions to my and my children's doctors because I thought they wouldn't understand. Now, my speaking, reading, and writing have improved a lot. I used to be shy, but now I have found my voice.

And without Briya's parenting program, I don't know where I would be today with my children. Growing up, I had a completely different experience because in my country, we let children go and learn on their own. Before Briya, I didn't know how important it is to read to and listen to a child. Now, my children and I are close and connected. We laugh and play together. I know games and toys they like, I know their favorite colors, and I am able to calm them down when they are mad or nervous.

My daughter went to Briya with me since she was a toddler, and this past year she was in Briya's pre-kindergarten class. She has a strong character and is very different from my son, who is quiet and shy. At first, I was unsure about how to support her. But I was very close with her teachers at Briya, so we were able to work on things together. They gave me feedback and advice on positive ways to respond to her, which I'm happy about because I know a negative response will not help at all — not her, and not me. And it's working! For example, when I ask her not to do something, I know it helps if I explain why rather than just telling her not to.

I think schools for adults are important because they give people opportunities. We all have different skills and backgrounds, but we can't develop them if we don't have opportunities. Learning English makes you able to help yourself, your family, and your community. You can give feedback and your opinion at your workplace. You can help your children be successful.

”

Awa Traore, an adult student, attended Briya Public Charter School's Two-Generation Program, where she learned English, as well as digital literacy and parenting skills, while her 3 ½ -year-old daughter, Leila, learned in a pre-kindergarten class right across the hall. Traore earned her high school diploma through Briya's National External Diploma Program.

In addition to her daughter, Traore has a son who just completed kindergarten in a public school. She came to the US from Mali in 2009 and first enrolled at Briya in 2011.



BOARD MEMBERS

We are governed by a seven-member board that is nominated by the mayor with the advice and consent of the DC Council. The volunteer board approves new schools, monitors current schools' financial and academic performance, and closes low-performing schools. Our executive director, Scott Pearson, serves as an ex officio board member. Rick Cruz is the chair of the board and Darren Woodruff is our outgoing board chair. Read their notes on pages 10 and 11, respectively.



Saba Bireda | Vice Chair | Resident of Ward 8

I believe deeply in the power of public charter schools in Washington, DC, that are expanding educational opportunities for all students and leading the way in developing innovative practices that can be replicated. I'm pleased that more and more families, like mine, are able to choose a quality public school for their child.



Don Soifer | Member | Former Resident of Ward 2

For those familiar with DC's public charter school sector, it's not difficult to connect its success with the talented, committed, and hardworking people who make our schools run every day. As a DC PCSB board member over this past decade, I recognize these same qualities embodied by the experts who comprise our professional staff. My appreciation for their work, and for the recognition it has earned for our city from national and local education leaders, serves as my constant reminder of the valuable opportunity that charter schools are capable of offering to our diverse communities of learners and their families.



Naomi Shelton | Member | Resident of Ward 6

In my day-to-day work, accountability and doing what's in the best interest of children are a common theme of what communities expect. As the newest member of the DC Public Charter School Board, I see this as an opportunity to continue to hold the public charter school sector accountable to those they serve through the oversight and authority outlined in the School Reform Act. Offering my perspective to DC PCSB, I intend to maintain the high bar of transparency, accountability, and innovation set by the members who have served before me and engage in collaborative efforts to see every sector of our education system improve for all children of the District.



Ricarda Ganjam, Ph.D. | Member | Resident of Ward 6

With nearly 50 percent of DC public school students attending a public charter school, it's rewarding to be a part of a board that supports equity for students and has a commitment to ensuring the school leaders have the flexibility to educate. We must continue to use our best judgment to make sure every student has access to a variety of educational approaches and opportunities that allow them to reach their fullest potential.



Steve Bumbaugh | Member | Resident of Ward 3

In a city that's transformed from poor to rich in less than a generation, the public charter sector should serve as an equalizing force for those who are being left behind.

STAFF MEMBERS



Executive Director

Scott Pearson



Deputy Director

Naomi Rubin DeVeaux



Communications Department

Tomeika Bowden, Chief Communications Officer
Adam McGinnis, Digital Media Specialist
Aliya Drake, Communications Coordinator
Drew Snyder, Government Relations Specialist
Ella Krivitchenko, Communications Specialist
Nicole Newman, Community Engagement Specialist



Legal Department

Sarah Hampton Cheatham, Deputy General Counsel
Daniel Quandt, Legal Associate



School Performance Department

Rashida Tyler, Senior School Performance Advisor
Sadina Brown, Program Coordinator

Academic Evaluation Team

Erin Kupferberg, Senior Manager
Melodi Sampson, Senior Specialist
Ozoemena (Ozo) Nnamadim,
School Finance Specialist
Paul Capp, Data Analyst
Pete Petrin, Data Analyst
Tanyr Seay, Data Analyst

Equity and Fidelity Team

Rashida Young, Senior Manager
Avni Patel Murray, Manager
Hannah Cousino, Specialist
Janay Saunders, School Compliance Associate
Jessica Taguding, Data Analyst
Katherine Dammann, Manager
Patrick Pope, Specialist

School Quality and Accountability Team

Laterica Quinn, Senior Manager
Alyssa Noth, Senior Specialist
Nikhil Vashee, Specialist



Finance, Operations, and Strategic Initiatives Department

Lenora Robinson Mills, Chief Operating Officer
Adam Bethke, Data Engineering Manager
Anne Tomkinson, Senior Manager, Human Resources
and Operations
Annie O'Brien, Knowledge Management Senior Specialist
Audrey Williams, Senior Manager, Intergovernmental
Relations and School Support
Charlene Haigler-Mickles, Operations Specialist

Chun-Wei (Hank) Lo, Data Engineering Specialist
Danielle Bell, Operations Assistant
Flor Cabrera, Executive Team Coordinator
Jiselle O'Neal, Intergovernmental Relations and School
Support Specialist
Marvin Cross, Finance Manager
Tatia Pritchett, Accountant

BOARD ACTIONS

MEETING DATE	LOCATION
September 18, 2017	DC Public Charter School Board
October 23, 2017	DC Public Charter School Board
November 20, 2017	The Gala Theatre
December 18, 2017	The Gala Theatre
December 20, 2017	Excel Academy PCS
January 22, 2018	DC Public Charter School Board
February 26, 2018	DC Public Charter School Board
March 19, 2018	Washington Latin PCS
April 9, 2018	Washington Mathematics Science Technology PCS
April 23, 2018	The Gala Theatre
May 21, 2018	KIPP DC PCS – Heights Academy
June 25, 2018	IDEA PCS
June 29, 2018	DC Public Charter School Board
July 23, 2018	DC Public Charter School Board

Summary of Approved Board Actions

Charter Amendments

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Center City PCS	Adopt the PK-8 Performance Management Framework (PMF) as its Goals and Student Achievement Expectations	September 18, 2017
César Chávez PCS for Public Policy	Adopt the PMF as Goals Policy and Keep its Current Four Mission-Specific Goals	September 18, 2017
Maya Angelou PCS	Include Business Rules for Each of its Charter Goals for the 20-Year, 25-Year, and 30-Year Charter Reviews	September 18, 2017
SEED DC PCS	Adopt the PMF as Goals Policy and Remove Mission-Specific Goals	September 18, 2017
St. Coletta Special Education PCS	Offer a Special Education Enrollment Preference	September 18, 2017
Washington Mathematics Science Technology PCS	Adopt the PMF as Goals Policy and Remove Mission-Specific Goals	September 18, 2017
YouthBuild PCS	Revise the Student Assessment Goal and Student Academic Achievement Expectation about Student Progress	September 18, 2017
Friendship PCS	Change Campus Name and Update Addresses	October 23, 2017
Goodwill Excel Center PCS	Revise Charter Goals and Student Academic Achievement Expectations used for its Alternative Accountability Framework (AAF)	October 23, 2017
Monument Academy PCS	Revise Several Charter Goals and Student Academic Achievement Expectations used for its AAF	November 20, 2017
Friendship PCS	Update Bylaws	December 18, 2017
Kingsman Academy PCS	Revise Business Rules for its Charter Goals	December 18, 2017
KIPP DC PCS	Revise Mission-Specific Teacher Survey Goal and Correct School Name	December 18, 2017
Carlos Rosario International PCS	Revise Charter Goals and Student Academic Achievement Expectations	January 22, 2018
Latin American Montessori Bilingual PCS	Adopt the PK-8 Performance Management Framework (PMF) as its Goals and Student Achievement Expectations	January 22, 2018
St. Coletta Special Education PCS	Revise and Adopt its AAF Measures and Targets as its Charter Goals and Student Academic Achievement Expectations	January 22, 2018
Briya PCS	Revise Mission Statement	February 26, 2018
DC Bilingual PCS	Increase Enrollment Ceiling	March 19, 2018
E.L. Haynes PCS	Adopt the PMF as Goals Policy	March 19, 2018

Summary of Approved Board Actions *(Continued)*

Charter Amendments

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Inspired Teaching Demonstration PCS	Update to Early Childhood Assessment	March 19, 2018
Roots PCS	Revise Two Charter Goals and Student Achievement Expectations	March 19, 2018
Breakthrough Montessori PCS	Open an Additional Facility	April 23, 2018
Ideal Academy PCS	Update the Performance Management Framework (PMF) as Goals Policy to Align with Newly Revised PMF as Goals Policy	April 23, 2018
Ingenuity Prep PCS	Increase Enrollment Ceiling	April 23, 2018
Meridian PCS	Update the Performance Management Framework(PMF) as Goal Policy to Align with Newly Revised PMF as Goals Policy	April 23, 2018
AppleTree PCS	Reconfigure its campuses and add a new location	May 21, 2018
District of Columbia International PCS	Add Mission-Specific Goals to Standard for Review	May 21, 2018
Perry Street Preparatory PCS	Add Mission-Specific Goals to Standard for Review	May 21, 2018
Rocketship Education DC PCS	Change Campus Name	May 21, 2018
Washington Global PCS	Add Mission-Specific Goals to Standard for Review	May 21, 2018
YouthBuild PCS	Increase Enrollment Ceiling, Revise Bylaws and Articles of Incorporation, and Change Name	May 21, 2018
Community College Preparatory PCS	Open an Additional Facility	June 25, 2018
The Children's Guild PCS	Open an Additional Facility	June 25, 2018
Elsie Whitlow Stokes Community Freedom PCS	Open a New Campus	July 23, 2018
Friendship PCS	Add an Online High School Academy	July 23, 2018
Rocketship Education DC PCS	Postpone the Opening of Third Campus	July 23, 2018

Charter Agreement Clean-Up

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Bridges PCS	Update the PMF as Goals Policy, Early Childhood Assessment, and Discipline Policy	September 18, 2017
City Arts & Prep PCS	Update the PMF as Goals Policy and Early Childhood Assessment	September 18, 2017
Early Childhood Academy PCS	Update the PMF as Goals Policy, Early Childhood Assessment, and Discipline Policy	September 18, 2017
Hope Community PCS	Update the PMF as Goals Policy	September 18, 2017
Paul PCS	Update the PMF as Goals Policy, Discipline Policy, and School Name	September 18, 2017
Richard Wright PCS for Journalism and Media Arts	Update the PMF as Goals Policy, Discipline Policy, and School Name	September 18, 2017
AppleTree PCS	Update the PMF as Goals Policy	October 23, 2017
Breakthrough Montessori PCS	Exclude SY 2016-17 from Charter Review	October 23, 2017
Bridges PCS	Correct School Name	October 23, 2017
DC Scholars PCS	Update the PMF as Goals Policy and Correct Certificate of Incorporation	October 23, 2017
Meridian PCS	Correct School Name	October 23, 2017
Thurgood Marshall Academy PCS	Correct School Name	October 23, 2017
Washington Leadership Academy PCS	Update the PMF as Goals Policy and Exclude SY 2016-17 from Charter Review	October 23, 2017
City Arts & Prep PCS	Correct School Name	December 18, 2017
IDEA PCS	Correct School Name	December 18, 2017
Washington Mathematics Science Technology PCS	Correct School Name	December 18, 2017
Achievement Prep PCS	Revise Condition Regarding School Performance in SY 2017-18	January 22, 2018
Cesar Chavez PCS	Revise Condition Regarding School Performance in SY 2017-18	January 22, 2018
Somerset PCS	Revise Condition Regarding School Performance in SY 2017-18	January 22, 2018
Mary McLeod Bethune PCS	Inclusion of Improvement Provision and Mission-Specific Goal	March 19, 2018

Summary of Approved Board Actions *(Continued)*

Charter Reviews, Renewals, Agreements, New Schools, and Other School Business

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
City Arts & Prep PCS	Release from Commitment to Maintain Positive Cash Flow from Operations Pursuant to its 2014 Corrective Action Plan	September 18, 2017
Achievement Prep PCS	Continue Charter if Certain Conditions Met (10-Year Charter Review)	November 20, 2017
Excel Academy PCS	Initiate Charter Revocation Proceedings (10-Year Charter Review)	November 20, 2017
Ingenuity Prep PCS	Continue Charter without Conditions (10-Year Charter Review)	November 20, 2017
Sela PCS	Continue Charter without Conditions (5-Year Charter Review)	November 20, 2017
Sustainable Futures PCS	Alternative Accountability Framework Designation	November 20, 2017
Washington Yu Ying PCS	Continue Charter without Conditions (10-Year Charter Review)	November 20, 2017
Center City PCS	Continue Charter without Conditions (10-Year Charter Review)	December 18, 2017
César Chávez PCS for Public Policy	Continue Charter if Certain Conditions Met (20-Year Charter Review)	December 18, 2017
DC Prep PCS	Renew Charter (15-Year Charter Renewal)	December 18, 2017
Eagle Academy PCS	Renew Charter (15-Year Charter Renewal)	December 18, 2017
SEED PCS	Continue Charter if Certain Conditions Met (20-Year Charter Review)	December 18, 2017
Somerset PCS	Continue Charter if Certain Conditions Met (5-Year Charter Review)	December 18, 2017
Excel Academy PCS	Revoke Charter	January 11, 2018
Elsie Whitlow Stokes PCS	Continue Charter without Conditions (20-Year Charter Review)	January 22, 2018
Latin American Montessori Bilingual PCS	Renew Charter (15-Year Charter Renewal)	February 26, 2018
Maya Angelou PCS	Continue Charter if Certain Conditions Met (20-Year Charter Review)	February 26, 2018
Washington Math Science Technology PCS	Initiate Charter Revocation Proceedings	March 12, 2018
Carlos Rosario International PCS	Continue Charter without Conditions (20-Year Charter Review)	March 19, 2018
Community College Preparatory PCS	Continue Charter without Conditions (5-Year Charter Review)	March 19, 2018
Friendship PCS	Continue Charter without Conditions (20-Year Charter Review)	March 19, 2018
Washington Math Science Technology PCS	Revoke Charter	April 23, 2018
Digital Pioneers Academy PCS	Approve Full Charter	June 25, 2018
The Family Place PCS	Approve Full Charter	June 25, 2018
DC Prep PCS	Renew Charter (15-Year Charter Renewal)	June 25, 2018
Eagle Academy PCS	Renew Charter (15-Year Charter Renewal)	June 25, 2018
Latin American Montessori Bilingual PCS	Renew Charter (15-Year Charter Renewal)	June 25, 2018
Sustainable Futures PCS	Read into Read Relinquishment of Charter	June 25, 2018
Statesman College Preparatory Academy for Boys PCS	Approve Full Charter	June 29, 2018

Notices of Concern, Instances of Fiscal Mismanagement, and Charter Warnings

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Ideal Academy PCS	Citation for Instance of Fiscal Mismanagement	September 18, 2017
Ideal Academy PCS	Lift Open Enrollment Notice of Concern	October 23, 2017
Sustainable Futures PCS	Issue Truancy Policy Notice of Concern	January 22, 2018
Ideal Academy PCS	Modify Financial Corrective Action Plan	February 26, 2018
Goodwill Excel Center PCS	Issue Truancy Policy Notice of Concern	March 19, 2018
DC Scholars PCS	Issue Truancy Policy Notice of Concern	April 23, 2018
Goodwill Excel Center PCS	Lift Truancy Policy Notice of Concern	May 21, 2018
Ingenuity Prep PCS	Issue Truancy Policy Notice of Concern	May 21, 2018
Sustainable Futures PCS	Citation for Instance of Fiscal Mismanagement	May 21, 2018
DC Scholars PCS	Lift Truancy Policy Notice of Concern	June 25, 2018

Summary of Approved Board Actions *(Continued)*

Policies and DC PCSB Related Documents

POLICY	DATE OF BOARD VOTE
Update to the Elect to Adopt the PMF as Goals Policy	September 18, 2017
2017-18 PMF Policy & Technical Guide	September 18, 2017
DC PCSB FY 2018 Budget	November 20, 2017
Update to the 2017-18 PMF Policy & Technical Guide	November 20, 2017
Close DC PCSB's City First Bank Account	December 18, 2017
Revisions to Accreditation Policy	December 18, 2017
DC PCSB's FY 2018 Financial Audit	February 26, 2018
Revisions to the 2017-18 PMF Policy & Technical Guide	March 19, 2018
Credit Recovery Policy	April 23, 2018
Revisions to the Transcript Audit Policy	April 23, 2018
Revisions to the High School Graduation Requirements Approval	April 23, 2018
Procurement Contract Submission and Conflicting Interest Policy	April 23, 2018
Revise DC PCSB Bylaws	May 21, 2018
2017-18 PMF Policy & Technical Guide - High School Update	June 25, 2018
Enrollment Ceiling Increase Policy	June 25, 2018
Mandatory School Notifications Policy	June 25, 2018
Revisions to Data and Document Submission Policy	July 23, 2018
Archive the Monitoring and Communication Policy	July 23, 2018

DC PCSB Policies Opened for Public Comment

POLICY	DATE OF BOARD VOTE
Revisions to Accreditation Policy	October 23, 2017
FY 2017 Financial Audit Review Report Technical Guide	January 22, 2018
Revisions to the 2017-18 PMF Policy & Technical Guide	February 26, 2018
Credit Recovery Policy	February 26, 2018
Revisions to the Transcript Audit Policy	February 26, 2018
Revisions to the High School Graduation Requirements Approval	February 26, 2018
Procurement Contract Submission and Conflicting Interest Policy	February 26, 2018
Revisions to Enrollment Ceiling Policy	March 19, 2018
Revisions to the PMF as Goals Policy	March 19, 2018
Mandatory School Notifications Policy	April 23, 2018
Revisions to Data and Document Submission Policy	May 21, 2018
2018-19 PMF Policy & Technical Guide - PK-8, High School, and Alternative Accountability Sections	June 25, 2018
Revised Accreditation Policy	June 25, 2018
2018-19 Adult Education PMF Policy & Technical Guide	June 29, 2018

Summary of Denied Items

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Bridges PCS	Implement the 2017-18 PMF Policy & Technical Guide Business Rule for its 2017 School Quality Report	November 20, 2017
Roots PCS	Disregard its Score and Tier on the 2016-17 PMF	November 20, 2017
Breakthrough Montessori PCS	Issue Board Roster Notice of Concern	February 26, 2018
BOLT Academy	New Charter School Application	May 21, 2018
Capital Village Academy	New Charter School Application	May 21, 2018
MECCA Business Learning Institute	New Charter School Application	May 21, 2018



LIST OF SCHOOLS

Pre-Kindergarten - 12th Grade

SCHOOL NAME	WARD	PROGRAM TYPE	2017 - 18 GRADES	2017 - 18 AUDITED ENROLLMENT
Achievement Preparatory Academy PCS - Wahler Place Elementary School	8	Leadership Development	PK3 - 3	486
Achievement Preparatory Academy PCS - Wahler Place Middle School	8	Leadership Development	4 - 8	476
AppleTree Early Learning Center PCS - Columbia Heights	1	Early Childhood	PK3 - PK4	162
AppleTree Early Learning Center PCS - Lincoln Park	6	Early Childhood	PK3 - PK4	60
AppleTree Early Learning Center PCS - Oklahoma Avenue	7	Early Childhood	PK3 - PK4	142
AppleTree Early Learning Center PCS - Southeast	8	Early Childhood	PK3 - PK4	181
AppleTree Early Learning Center PCS - Southwest	6	Early Childhood	PK3 - PK4	108
BASIS DC PCS	2	Liberal Arts	5 - 12	596
Breakthrough Montessori PCS	4	Montessori	PK3 - K	129
Bridges PCS	5	Early Childhood to Elementary; Special Education Focus	PK3 - 5	399
Capital City PCS - Lower School	4	Arts Integration; Project-Based Learning	PK3 - 4	324
Capital City PCS - Middle School	4	Arts Integration; Project-Based Learning	5 - 8	334
Capital City PCS - High School	4	Arts Integration; Project-Based Learning	9 - 12	335
Cedar Tree Academy PCS	8	Early Childhood	PK3 - K	381
Center City PCS - Brightwood	4	Liberal Arts; Humanities	PK3 - 8	263
Center City PCS - Capitol Hill	6	Liberal Arts; Humanities	PK3 - 8	260
Center City PCS - Congress Heights	8	Liberal Arts; Humanities	PK3 - 8	256
Center City PCS - Petworth	4	Liberal Arts; Humanities	PK3 - 8	252
Center City PCS - Shaw	6	Liberal Arts; Humanities	PK4 - 8	236
Center City PCS - Trinidad	5	Liberal Arts; Humanities	PK4 - 8	202
César Chávez PCS for Public Policy - Capitol Hill	6	Public Policy	9 - 12	259
César Chávez PCS for Public Policy - Chávez Prep	1	Public Policy	6 - 9	294
César Chávez PCS for Public Policy - Parkside High School	7	Public Policy	9 - 12	367
César Chávez PCS for Public Policy - Parkside Middle School	7	Public Policy	6 - 8	257
City Arts & Prep PCS	5	Performing Arts	PK3 - 8	499
Creative Minds International PCS	5	International Education; Inclusion; Arts Education/Integration	PK3 - 7	441
DC Bilingual PCS	5	Dual Language; Arts Integration; Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 5	440
DC Prep PCS - Anacostia Elementary School	8	Interdisciplinary Curriculum	PK3 - 1	304
DC Prep PCS - Benning Elementary School	7	Interdisciplinary Curriculum	PK3 - 3	453
DC Prep PCS - Benning Middle School	7	Interdisciplinary Curriculum	4 - 8	335
DC Prep PCS - Edgewood Elementary School	5	Interdisciplinary Curriculum	PK3 - 3	451
DC Prep PCS - Edgewood Middle School	5	Interdisciplinary Curriculum	4 - 8	332

Pre-Kindergarten - 12th Grade (Continued)

SCHOOL NAME	WARD	PROGRAM TYPE	2017 - 18 GRADES	2017 - 18 AUDITED ENROLLMENT
DC Scholars PCS	7	Interdisciplinary Curriculum	PK3 - 8	515
Democracy Prep Congress Heights PCS	8	Multidisciplinary Curriculum; Civic Education; Leadership Development	PK3 - 8	645
District of Columbia International School	4	Language Immersion; International Baccalaureate Curriculum	6 - 10	804
E.L. Haynes PCS - Elementary School	4	Experiential Learning	PK 3 - 4	348
E.L. Haynes PCS - Middle School	1	Experiential Learning	5 - 8	353
E.L. Haynes PCS - High School	4	Experiential Learning	9 - 12	430
Eagle Academy PCS - Capitol Riverfront	6	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	165
Eagle Academy PCS - Congress Heights	8	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	770
Early Childhood Academy PCS	8	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	246
Elsie Whitlow Stokes Community Freedom PCS	5	Dual Language	PK3 - 5	350
Excel Academy PCS	8	Single Sex (Female); Arts Integration	PK3 - 8	642
Friendship PCS - Armstrong	5	Reggio Emilia-Inspired Learning Center	PK3 - 5	395
Friendship PCS - Blow Pierce Elementary	7	College Prep School	PK3 - 3	387
Friendship PCS - Blow Pierce Middle	7	College Prep School	4 - 8	242
Friendship PCS - Chamberlain Elementary	6	Champions for Student Achievement	PK3 - 3	377
Friendship PCS - Chamberlain Middle	6	Champions for Student Achievement	4 - 8	323
Friendship PCS - Collegiate Academy	7	Early College High School	9 - 12	684
Friendship PCS - Online Academy	4	Virtual School	K - 8	180
Friendship PCS - Southeast Elementary	8	Every Child Ready Instructional Approach	PK3 - 5	559
Friendship PCS - Technology Preparatory High School	8	Science, Technology, Engineering, Mathematics (STEM) Focus	9 - 12	253
Friendship PCS - Technology Preparatory Middle School	8	Science, Technology, Engineering, Mathematics (STEM) Focus	6 - 8	255
Friendship PCS - Woodridge International Elementary	5	International Baccalaureate	PK3 - 3	297
Friendship PCS - Woodridge International Middle	5	International Baccalaureate	4 - 8	218
Harmony DC PCS - School of Excellence	5	Science, Technology, Engineering, and Mathematics (STEM) Focus	K - 5	94
Hope Community PCS - Lamond	4	Expeditionary Learning (Art, Technology, Science Inquiry, and Music)	PK3 - 5	288
Hope Community PCS - Tolson	5	Expeditionary Learning (Art, Technology, Science Inquiry, and Music)	PK3 - 5	467
Howard University Middle School of Mathematics and Science PCS	1	Math and Science Focus	6 - 8	278
IDEA PCS	7	Leadership, Construction, and Design Focus; College Dual-Enrollment	9 - 12	305
Ideal Academy PCS	4	Holistic Educational Development	PK3 - 8	279
Ingenuity Prep PCS	8	Civic Leadership; Blended Learning; Early Childhood	PK3 - 4	496
Inspired Teaching Demonstration PCS	5	Inquiry-Based, Whole Child, and Social Justice Focus	PK3 - 8	446
Kingsman Academy PCS	6	Project-Based; Personalized Learning	6 - 12	249
KIPP DC - AIM Academy PCS	8	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	378
KIPP DC - Arts and Technology Academy PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	347
KIPP DC - College Preparatory Academy PCS	5	Global Readiness Based Curriculum; Career and College Coaching; Advanced Placement Courses; Freshman Academies	9 - 12	713
KIPP DC - Connect Academy PCS	5	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	325
KIPP DC - Discover Academy PCS	8	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	351

Pre-Kindergarten - 12th Grade (Continued)

SCHOOL NAME	WARD	PROGRAM TYPE	2017 - 18 GRADES	2017 - 18 AUDITED ENROLLMENT
KIPP DC - Grow Academy PCS	6	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	321
KIPP DC - Heights Academy PCS	8	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	461
KIPP DC - KEY Academy PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	338
KIPP DC - Lead Academy PCS	6	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	405
KIPP DC - LEAP Academy PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - PK4	198
KIPP DC - Northeast Academy PCS	5	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	330
KIPP DC - Promise Academy PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	K - 4	520
KIPP DC - Quest Academy PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	391
KIPP DC - Spring Academy PCS	5	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	410
KIPP DC - Valor Academy PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	307
KIPP DC - WILL Academy PCS	6	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	320
Latin American Montessori Bilingual PCS	4,5	Montessori; Language Immersion	PK3 - 5	462
Lee Montessori PCS	5	Montessori	PK3 - 4	177
Mary McLeod Bethune Day Academy PCS	4,5	Arts Integration; Language Immersion; International Baccalaureate	PK3 - 8	457
Maya Angelou PCS - High School	7	Blended and Individualized Learning; Social Emotional Learning	9 - 12	170
Meridian PCS	1	Interdisciplinary Curriculum	PK3 - 8	636
Monument Academy PCS	6	Boarding school and Wraparound with Foster Care/At-Risk Focus	5 - 7	115
Mundo Verde Bilingual PCS	5	Dual Language; Expeditionary Learning; Education for Sustainability Focus	PK3 - 5	578
National Collegiate Preparatory PCHS	8	International Baccalaureate; Science, Technology, Engineering, Mathematics Focus	9 - 12	276
Paul PCS - International High School	4	Academics, Arts, Athletics, and Global Enrichment	9 - 12	480
Paul PCS - Middle School	4	Academics, Arts, Athletics, and Global Enrichment	6 - 8	228
Perry Street Preparatory PCS	5	Interdisciplinary Curriculum; Extended Academic Time	PK3 - 8	351
Richard Wright PCS for Journalism and Media Arts	6	Journalism and Media Arts	8 - 12	269
Rocketship PCS - Rise Academy	8	Personalized and Blended Learning	PK3 - 3	527
Rocketship PCS - Legacy Prep	7	Personalized and Blended Learning	PK3 - 3	106
Roots PCS	4	African Centered Curriculum	PK3 - 5	118
SEED PCS of Washington DC	7	Boarding School	6 - 12	363
Sela PCS	4	Language Immersion	PK3 - 4	202
Shining Stars Montessori Academy PCS	5	Montessori	PK3 - 6	272
Somerset Preparatory Academy PCS	8	College Dual-Enrollment; Digital Media; Afternoon Programming	6 - 12	375
St. Coletta Special Education PCS	7	Special Education	Ages 3 - 22	247
Sustainable Futures PCS	1	Competency and Project-Based Learning	9 - 12	45
The Children's Guild DC PCS	5	Personalized Learning	K - 8	375
Thurgood Marshall Academy PCS	8	Public Policy and Law Focus	9 - 12	383

List of Schools

Pre-Kindergarten - 12th Grade *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2017 - 18 GRADES	2017 - 18 AUDITED ENROLLMENT
Two Rivers PCS - 4th Street	6	Expeditionary Learning	PK3 - 8	528
Two Rivers PCS - Young	5	Expeditionary Learning	PK3 - 3	284
Washington Global PCS	6	International Curriculum; Individualized Learning	6 - 8	196
Washington Latin PCS - Middle School	4	Classical Education	5 - 8	367
Washington Latin PCS - Upper School	4	Classical Education	9 - 12	331
Washington Leadership Academy PCS	5	Tech; Coding; Computer Science; Leadership Development	9 - 10	204
Washington Math Science Technology PCS	5	Science, Technology, Engineering, Mathematics Focus; International Baccalaureate	9 - 12	228
Washington Yu Ying PCS	5	Mandarin Chinese Language Immersion; International Baccalaureate	PK3 - 5	579

Adult Education

SCHOOL NAME	WARD	PROGRAM TYPE	2017 - 18 AUDITED ENROLLMENT	AGES
Academy of Hope Adult PCS	5,8	Literacy, GED Preparation, Computer Skills, Dual Enrollment; day and evening	386	18 and older
Briya PCS	1,4,5	Two-Generation Program; English as a Second Language; Child Development Associate; Medical Assistant	673	16 and older
Carlos Rosario International PCS	1,5	Literacy; English as a Second Language; Computer Skills; Culinary Arts, Nurse Aide, GED and Citizenship Preparation	2,121	16 and older
Community College Preparatory Academy PCS	8	HVAC Training; National Customer Service; Computer Skills; CompTIA Help Desk; Microsoft Office Suite; Dual College Enrollment	600	18 and older
Goodwill Excel Center PCS	2	Transportation Assistance; Child Care and Flexible Class Schedules	356	14 and older
LAYC Career Academy PCS	1	Medical Assistant; Computer Skills; Dual Enrollment; GED Preparation; English as a Second Language; Literacy and Numeracy Skill Development	136	16 - 24
Maya Angelou PCS - Young Adult Learning Center	7	GED Preparation; Construction Education; Landscaping; Communications Cabling; Morning and Afternoon classes; Transportation Assistance	136	17 - 24
The Next Step/El Próximo Paso PCS	1	GED Preparation; English as a Second Language; Dual College Enrollment; Day and Evening Options; Transportation and Childcare Assistance	418	16 - 24
YouthBuild PCS	1	English as Second Language; Construction Education; Dual enrollment	116	16 - 24

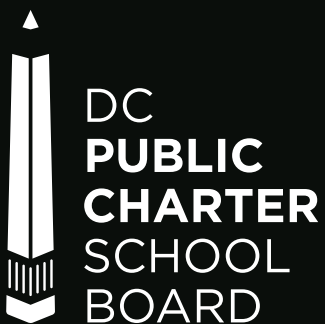
New Schools Opening in SY 2018 - 19

SCHOOL NAME	WARD	PROGRAM TYPE	Grades
Digital Pioneers Academy PCS	7	Computer Science, and Diverse Out-of-school Experiences	6
Statesmen College Preparatory PCS (formerly North Star College Preparatory Academy for Boys PCS)	7	Boy-Friendly Academic Environment Improving Academic Skills, Social Competencies, and Personal Development	4
The Family Place PCS	1	ESL, Child Development Associate, Workforce Development, Spanish Literacy, 2-Gen Approach	Adult

Existing Schools Opening New Campuses in SY 2018 - 19

SCHOOL NAME	WARD	Grades
Breakthrough Montessori PCS	4	PK3 - 1
Elsie Whitlow Stokes Community Freedom PCS - East End	7	PK3 - K
Friendship PCS - Southeast Middle	8	4 - 6





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