# 2019 ANNUAL REPORT

DC PUBLIC CHARTER SCHOOL BOARD

Students from Sela Public Charter School provided the artwork for the cover of the 2019 Annual Report. Thank you to Anne Seale, Antwian Shelton, Garcia Zambrano, Jae'Lah Darby, Jaelen Graham, Leah Greene, Nathan Liebman, Zuriel Garcia Zambrano, Leah Greene, and Sydney Harris for sharing their artwork with us. Thank you to William Wheeler, the art teacher at Sela Public Charter School, for inspiring his students.

The students whose self-portraits are featured from top-to-bottom are: Antwian Shelton, Anne Seale, Jae'Lah Darby, and Zuriel Garcia Zambrano.

The students who worked on the background are: Jaelen Graham, Leah Greene, Nathan Liebman, and Sydney Harris.

"Whatever you got going on in the outside world, whenever you come in here, your problems don't even exist."

– Meosha | YouthBuild DC PCS

**"My sons choose to continue at their public charter school because they are free to be themselves."**

– Tameka Harris-Williams, parent of students at Kingsman Academy PCS

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# OUR STORY

## BACKGROUND

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 123 citywide public charter schools that are managed by 66 independently run nonprofit organizations called local education agencies.

As the sole public charter school authorizer in Washington, DC, 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.

## MISSION

Our mission is to provide quality public charter school options for DC students, families, and communities. We fulfill our mission by providing:

- A rigorous and comprehensive charter application process, guaranteeing that only the strongest applicants with innovative programs 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, open enrollment, and finances.

- Clear and transparent reporting on public charter school performance. Our School Quality Report rates most public charter schools as Tier 1 (top-performing), Tier 2 (mid-performing), or Tier 3 (low-performing), helping families select the right school for their child.

- Opportunities for involvement of families, school leaders, the community, 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.

## VALUES

Our core values unite us and foster our unique culture. They are the shared beliefs and essential principles that guide our behavior and interactions with one another and others. Our values are:

- Reflection
- Integrity
- Initiative
- Care
- Commitment
- Excellence

# YEAR IN REVIEW

Here's a look back at DC's public charter school sector for school year 2018 – 19

# 47.3%

of public school students attend a public charter school. Down from 47.6% the previous year.

# 20,717

students attend a top-performing, or Tier 1, public charter school. This number increased for the fourth year.

# 11,861

students are on waitlists for a spot in a public charter school for school year 2019 – 20. This number has increased every year since 2014.

# 84.3%

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.

# 1,200+

families supported through school closures.

# 72.4%

of public charter high school seniors graduated, which is higher than the city average. Graduation rates are also higher for public charter school students across all subgroups.

# 100%

of public charter schools will become more transparent through our School Transparency Policy, which was approved in 2019. This policy will help families and students have access to the information they need to be informed and active in their student's education.

# 43,911

students attend a public charter school.

# OUR 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 makes the decision to close a low-performing school. Our executive director, Scott Pearson, serves as an ex officio board member. Rick Cruz is the chair of the board.

"We are creating conditions for the transformation of students' lives, of their communities, and of DC's educational sector."

Rick Cruz, Board Chair, Resident of Ward 3, Member Since 2014

**Saba Bireda | Vice Chair | Resident of Ward 7 | Member Since 2016**
My belief in our students is unwavering, and my commitment to expanding educational opportunities is my motivation for continuing to serve on the Board. Our authorization decisions have brought unique, focused, community-supported educational models to our city in the last few years, and I am optimistic that the addition of these schools will undoubtedly increase educational opportunities for our most disadvantaged students.

**Lea Crusey | Member | Resident of Ward 6 | Member Since 2018**
It is an incredible privilege to be part of the ecosystem charged to educate our next generation. With both humility and persistence, we must continuously do more and do better in pursuit of that. My work on the Board is grounded in the belief that knowledge matters, that every child has the potential to achieve, and that it is our responsibility as adults to support young people to reach their full potential. To me, then, measuring student success starts with continuously measuring academic progress and outcomes, and then — when evaluating success — we must also factor in related indicators. Because the work of schools is so multi-faceted, my role is to consistently and constantly remind the adults to keep our eyes on the prize: All students are prepared for college and life.

**Naomi Shelton | Member | Resident of Ward 6 | Member Since 2018**
While traditional assessments and academic outcomes are a universal standard of student success, a student's self-efficacy, resiliency, ability to collaborate and communicate effectively — along with the demonstration of their ability to think innovatively, creatively, and critically — are equally important measures of success. Through the work of DC PCSB, my colleagues and I work toward students and families having access to a robust array of high-quality programs that ensure children of the District of Columbia have the best fit for their educational and developmental needs.

**Ricarda Ganjam, PhD | Secretary | Resident of Ward 6 | Member Since 2015**
I am eager to see continued student-centered focus to help drive school development and performance. In my years on the Board, I continue to be amazed and inspired by the many people who work to serve our community and provide high-quality opportunities for all students of DC.

**Steve Bumbaugh | Treasurer | Resident of Ward 3 | Member Since 2015**
As a former teacher, I prioritize how a particular decision on this Board will impact the students with the greatest need. I view every decision through the student lens and decide whether it will have a positive impact in their lives. My ultimate goal is to maximize their access to an excellent education.

**Jim Sandman | Member | Resident of Ward 6 | Member Since July 2019**
I believe the charter sector has an important role to play in ensuring that every child in the District of Columbia has access to a high-quality public education. I believe that every parent should be able to choose an excellent school for her or his child.

# OUR STAFF MEMBERS

We are a dedicated group of people who are committed to ensuring all students receive a quality education.

**"Education unlocks the potential that lives in each of us."**

– Scott Pearson, Executive Director, DC PCSB

## Executive Director

Scott Pearson

## School Performance Department

Rashida Young, Chief School Performance Officer

### Financial and Academic Quality Team

Erin Kupferberg, Senior Manager
Melodi Sampson, Manager
Ozoemena Nnamadim, School Finance Specialist
Pete Petrin, Data Analyst
Tanyr Seay, Data Analyst

### Equity and Fidelity Team

Avni Patel Murray, Senior Manager
Katherine Dammann, Senior Manager
Abby Getzel, Specialist
Hannah Cousino, Senior Specialist
Janay Saunders, School Compliance Associate
Jessica Taguding, Senior Data Analyst
Patrick Pope, Specialist
Naomi Rubin DeVeaux, Adviser
Sadina Brown, Program Coordinator

### School Quality and Accountability Team

Laterica Quinn, Senior Manager
Nicole Cole, Specialist
Nikhil Vashee, Specialist

## Communications Department

Tomeika Bowden, Chief Communications Officer
Aliya Drake, Communications Coordinator
Matt Phillips, Communications Coordinator
Drew Snyder, Government Relations Senior Specialist
Mecole Hayes, Digital Communications Specialist
Nicole Newman, Community Relations Senior Specialist

## Legal Department

Sarah Hampton Cheatham, General Counsel
Daniel Quandt, Associate Attorney

## Finance, Operations, and Strategic Initiatives Department

Lenora Robinson Mills, Chief Operating Officer

### Finance Team

Marvin Cross, Finance Manager
Tatia Pritchett, Accountant

### Operations Team

Anne Tomkinson, Human Resources and Operations Sr. Manager
Charlene Haigler-Mickles, Operations Specialist
Danielle Bell, Operations Coordinator
James Taylor, Knowledge Management Specialist

### Strategic Initiatives Team

Adam Bethke, Data Engineering Manager
Annie O'Brien, Strategic Projects Senior Specialist
Audrey Williams, Intergovernmental Relations and School Support Senior Manager
Flor Cabrera, Executive Team Coordinator
Gaurav Lalsinghani, Sector Data Analyst
Jiselle O'Neal, Intergovernmental Relations and School Support Senior Specialist
Sarath Laghumarapu, Data Engineering Specialist

"My kids go back year after year because of the love and care they get from their teachers and administrators! It it absolutely warms my heart to see how attached my kids get to their teachers. It lets me know that even when I am not around, my kids have teachers who treat them like their own!"

– Shaniola Arowolaju, parent of students at KIPP DC PCS

# OUR WORK

We want to continuously develop and maintain a strong portfolio of public charter schools that provide all DC students access to a quality education.

In school year 2018 – 19, students and families chose from 123 diverse public charter schools. These public charter schools educated 43,911 students.

## DEVELOPING A STRONG PORTFOLIO OF PUBLIC CHARTER SCHOOLS

We develop a strong portfolio of public charter schools through a rigorous evaluation process for new public charter school proposals. As we review applications, we ensure that they reflect a willingness and eagerness to accommodate and welcome all students. Applicants must provide evidence that their mission and school program are inclusive of all students, including students with disabilities, English learners, economically disadvantaged and at-risk students, and students above or below grade level. This process also includes extensive interviews with applicants, a community meeting, and a public hearing before the vote to approve or deny the proposal.

### Approving Innovative Proposals

In school year 2018 – 19, we received 11 new public charter school proposals. We approved five:
- Capital Village, an EL (Expeditionary Learning) model serving students in grades 5 – 8;
- Girls Global Academy, a single-sex program serving students in grades 9 – 12;
- The Sojourner Truth School, a Montessori program serving students in grades 6 – 12;
- I Dream School, an inquiry-based, learner-centered program approach serving students in PK3 – 5;
- and Social Justice School, an EL (Expeditionary Learning) model focused on social justice activism serving students in grades 5 – 8.

The Board denied the following proposals because they did not meet our standard for approval: Aspire to Excellence Academy, BOLT Academy, Anna Julia Cooper, The Garden Education, Evolve, and Arabic Language.

### 2018 – 19 New Public Charter Schools

In school year 2018 – 19, we opened two new public charter schools in Southeast Washington, DC (Ward 7):  Digital Pioneers Academy, educating students in grade 6; and Statesmen College Preparatory Academy for Boys PCS, educating students in grade 4.

## MAINTAINING A STRONG PORTFOLIO OF PUBLIC CHARTER SCHOOLS

We hold all of our public charter schools to high standards to ensure that all of our 43,911 students receive an education that prepares them for either college or a career. We encourage our top-ranking schools to expand to provide more quality choices to students. We also close our lowest-performing schools.

### Expanding Top-Ranking Public Charter Schools

One existing public charter school opened an additional campus: Elsie Whitlow Stokes Community Freedom PCS – East End. This fulfills our longstanding efforts to bring a bilingual public charter school to families living east of the Anacostia River.

### Closing Low-Performing Schools

Since 2012, we have managed the closure of 35 low-performing public charter schools for either poor academic performance or fiscal reasons. Before we close a school, we meet with the school's leadership and board members to discuss our concerns, develop corrective actions, and issue Notices of Concern and Charter Warnings to our chronic low-performers.

In the 2018 – 19 school year, we managed the closure of the following schools:

- **César Chávez PCS for Public Policy – Capitol Hill** – The school, which educated students in grades 9 – 12, decided to close this campus because of low enrollment. This decision was made by the school's Board of Trustees.

- **Cesar Chavez PCS for Public Policy – Chavez Prep** – The school, which educated students in grades 6 – 9, decided to close because of low enrollment. This decision was made by the school's Board of Trustees.

- **City Arts & Prep PCS** – The school, which educated students in grades PK3 – 8, closed because it did not meet its goals and student achievement metrics. The school entered into an arrangement that offered students a space at a Friendship Public Charter School.

- **Democracy Prep Congress Heights PCS** – The school, which educated students in grades PK3 – 8, relinquished its charter because it did not meet its goals and student achievement metrics.

- **Ideal Academy PCS** – The school, which educated students in grades PK3 – 8, relinquished its charter because it did not meet its goals and student achievement metrics. Friendship PCS will operate a K – 8 school in its building beginning in SY 2019 – 20.

- **National Collegiate Preparatory PCHS** – The school, which educated students in grades 9 – 12, will close at the end of school year 2019 – 20 because it did not meet its goals and student achievement metrics.

- **Somerset Preparatory Academy PCS – Middle and High** – The school, which educated students in grades 6 – 12, relinquished its charter because it did not meet its goals and student achievement metrics. KIPP DC PCS will educate students in grades 4 – 12 beginning in SY 2019 – 20 in its building.

"I think my school is special because it is good like my house!"

– Macy | AppleTree Early Learning Center PCS

# OUR PRACTICES

We center our practices on four areas: clear and transparent academic oversight, focus on equity, strong and proactive financial oversight, and effective partnerships with communities and city agencies. We strive to be transparent with the data and search for tools that keep our oversight standards high but are not burdensome to schools. See our impact starting on page 32.

## CLEAR AND TRANSPARENT ACADEMIC OVERSIGHT

We make our data public and set tough but attainable accountability targets and standards.

1

Here are the tools we use to evaluate a school's academic performance:

## OUR SCHOOL QUALITY REPORTS

In 2008, the Board asked DC PCSB staff to create a common evaluation tool—now known as the Performance Management Framework (PMF)—that would ease their ability to compare schools' academic performance and identify sector-wide trends. The Board believed the tool would improve schools' authorization practices, thereby improving student outcomes. PMF data is not only useful to the Board: Each year, we release our School Quality Report that is based on PMF data for all our stakeholders. Students and families use the School Quality Report to help them make decisions about enrollment, while school leaders use them to assess program strengths and weaknesses.

The School Quality Reports for our early childhood, elementary, middle, high, and adult schools generally evaluate student growth and achievement in reading and math, school environment, and students' college and career preparedness. We have chosen these measures to make up the School Quality Report because a high-quality school is much more than achievement on the state assessment. Schools earn points across multiple measures. DC PCSB adds each school's points together and, using a 100-point scale, determines which schools are Tier 1 (high-performing), Tier 2 (mid-performing), and Tier 3 (low-performing).

We also produce a School Quality Report for our alternative accountability schools. Alternative schools are those that serve a significant number of students at high risk for academic failure. While we do not assign a tier to these schools, we do report on their students' academic growth and achievement in reading and math, school environment, and postsecondary readiness.

The School Quality Reports aid our Board in their decision making, including expansion and replication requests and charter reviews and renewals. In addition, many of the public charter schools use the PMF as their charter academic goals, allowing school leaders to focus on one set of standards to measure the success of the school. Other schools create SMART (specific, measurable, attainable, relevant, and timely) goals with DC PCSB to measure academic performance.
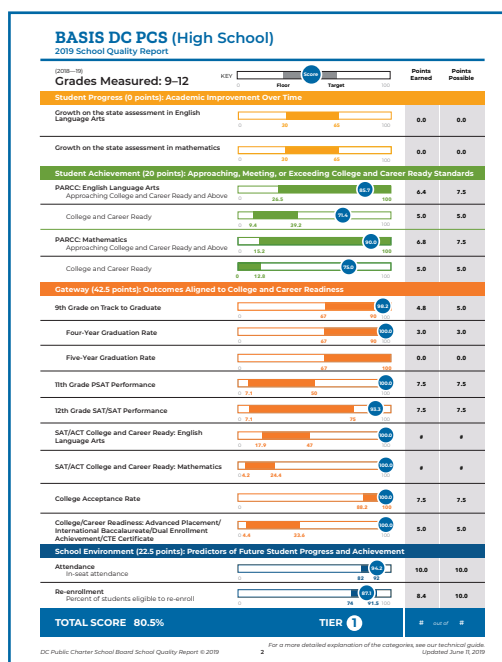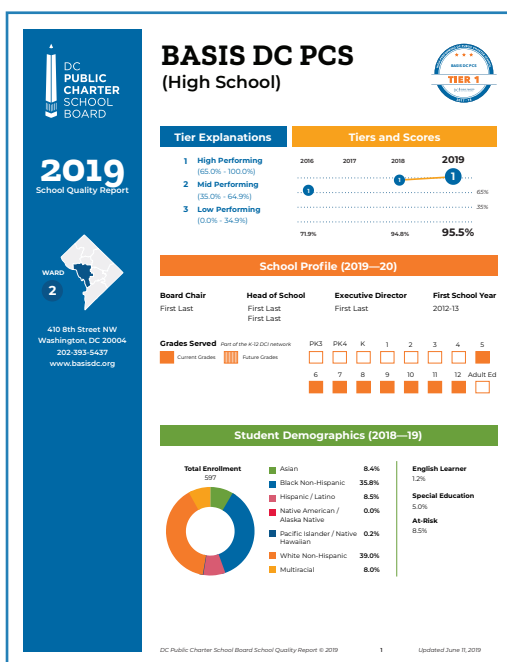
# OUR CHARTER REVIEWS AND RENEWALS

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. In the school's 15th year of operation, the school is required to submit an application requesting to renew its charter. In school year 2018 – 19, we conducted 14 reviews and renewals at the following schools:

**Five-Year Review**
Academy of Hope Adult PCS
District of Columbia International School
Democracy Prep PCS – Congress Heights
Harmony DC PCS – School of Excellence
Lee Montessori PCS

**10-Year Review**
National Collegiate Preparatory PCHS

**15-Year Renewal**
DC Bilingual PCS
E.L. Haynes PCS
Two Rivers PCS
City Arts & Prep PCS

**20-Year Review**
Ideal Academy PCS
Meridian PCS
Perry Street Preparatory PCS
Roots PCS

# OUR QUALITATIVE SITE REVIEWS

The purpose of the Qualitative Site Review (QSR) is to provide us, public charter school leaders, and the public with qualitative evidence in two specific domains: Classroom Environment and Instruction. DC PCSB staff and consultants who are certified in using the Charlotte Danielson Framework for Teaching rubric conduct classroom observations during the predetermined two-week window. These observations are unannounced.

The QSR team produces a final report containing an overall assessment for each campus within the LEA, which is sent to the school leader and the school's board within eight to 10 weeks after the visits and are published on the DC PCSB website and referenced in DC PCSB charter review and renewal reports.

In school year 2018 – 19, we conducted 28 QSRs at the following schools:

- AppleTree Early Learning Center PCS – Columbia Heights
- AppleTree Early Learning Center PCS – Douglas Knoll
- AppleTree Early Learning Center PCS – Lincoln Park
- AppleTree Early Learning Center PCS – Oklahoma
- AppleTree Early Learning Center PCS – Parklands at THEARC
- AppleTree Early Learning Center PCS – Southwest
- Breakthrough Montessori PCS
- Bridges PCS
- Capital City PCS – Lower
- Capital City PCS – Middle
- Capital City PCS – High
- Cedar Tree Academy PCS
- Eagle Academy PCS – Congress Heights
- Early Childhood Academy PCS
- Hope Community PCS – Lamond
- Hope Community PCS – Tolson
- Howard University Middle School of Mathematics and Science PCS
- IDEA PCS (We visited this school twice)
- Kingsman Academy PCS
- Mary McLeod Bethune Day Academy PCS – 16th Street
- Mary McLeod Bethune Day Academy PCS – Brookland
- Monument Academy PCS
- Paul PCS – Middle
- Paul PCS International School – High
- The Children's Guild DC PCS
- Washington Global PCS
- YouthBuild DC PCS
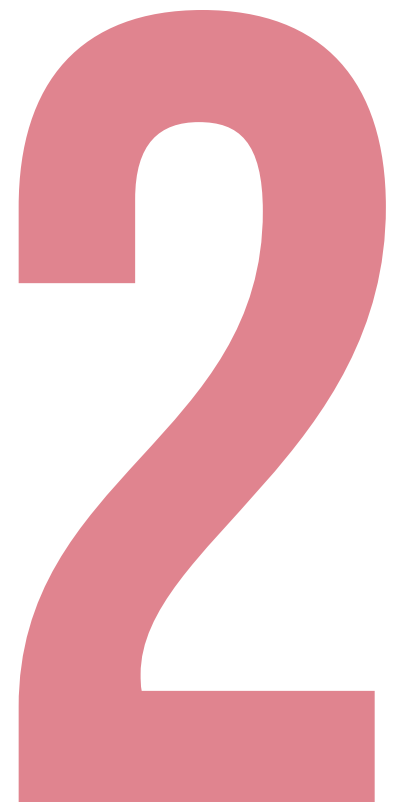
## FOCUS ON EQUITY

We are committed to ensuring schools are effectively serving students from all backgrounds and levels of need. The Equity and Fidelity Team at DC PCSB was created in 2012 for that purpose. This team uses several strategies to monitor for equity.

2

Our strategies include:

- **Outlier data communications and audits** — We review discipline data monthly and notify schools through email when we see significant disproportionality. We also monitor attendance, truancy, and midyear withdrawals in the use of suspension or expulsion among subgroups (e.g., if a school suspends students with disabilities at a much higher rate than general education students), If the trend persists, we may conduct a data audit on the school. A school may be audited in if there is a "data disparity where suspension, expulsion, or midyear withdrawal rates for one subgroup are more than double the rates of their non-subgroup peers," according to DC PCSB's Data Audit Policy.

- **Enrollment Ceiling Increase Policy** — In 2018, we revised our Enrollment Ceiling Increase Policy to include subgroup data for academics and discipline.

- **Oversight of Students with Disabilities** — We conduct enhanced oversight to address public charter schools that may not be in compliance with all federal and local laws pertaining to students with disabilities.

- **Oversight of English Learners (EL)** — We monitor schools' compliance with local and federal laws related to EL students. We believe public charter schools have a duty to take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.

- **Open Enrollment Policy** — We monitor unintentional and intentional barriers to student enrollment through the following ways:

**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.

**Re-Enrollment and Midyear Withdrawal 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. We have seen DC's public charter school sector's re-enrollment rates continue to increase and midyear withdrawal rates decrease.

| Year | Re-Enrollment Rate |
|------|--------------------|
| 2013 – 14 | 81.7% |
| 2014 – 15 | 82.9% |
| 2015 – 16 | 82.9% |
| 2016 – 17 | 83.9% |
| 2017 – 18 | 84.3% |

|  | 2015-16 CHARTER | 2016-17 CHARTER | 2017-18 CHARTER* | 2017-18 CITYWIDE |
|--|-----------------|-----------------|------------------|------------------|
| Midyear Withdrawal | 5.3% | 5.4% | 5.0% | 6.2% |
| Midyear Entry | 0.7% | 1.2% | 1.5% | 5.0% |
| Net Movement | -4.6% | -4.2% | -3.5% | -1.2% |

*Historically, midyear withdrawal and midyear entry were reported on DC's citywide Equity Reports. Since school year 2017 – 18, those rates have been published in the Office of the State Superintendent of Education's Report Card, which uses a new set of business rules. Therefore, school year 2017 – 18 rates cannot be directly compared to previous years' rates. DC's public charter school sector rates using the same business rules as in previous years are as follows: Midyear Withdrawal, 5.2%; Midyear Entry, 1.2%; Net Movement, 4.0%

**Discipline and Attendance Data** – We ask schools to collect and report their monthly exclusionary and attendance data. We analyze this data and work with schools that use exclusionary discipline at significantly higher rates than similar schools to understand their data. We have seen large reductions in expulsions and out-of-school suspensions over the last seven years.

**Public Charter School Expulsion Rate**
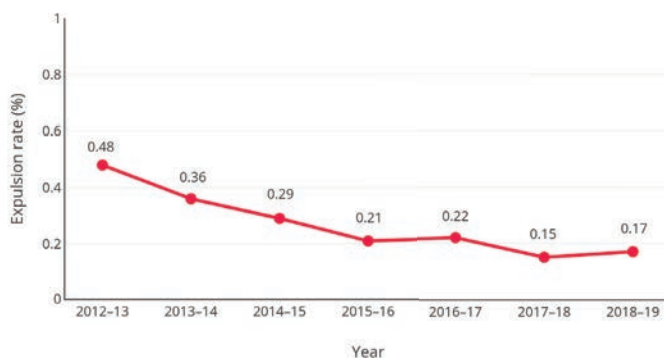


**Public Charter School Out-of-School Suspension Rate**
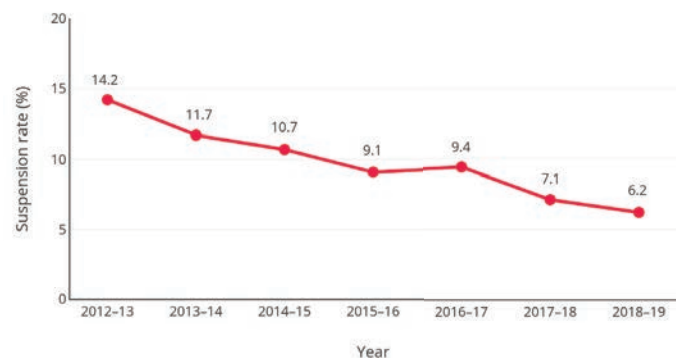
## STRONG AND PROACTIVE FINANCIAL OVERSIGHT

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.

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# 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 assessment and analysis of each school's financial health, based on audited financial statements; (2) a review of the annual budget for each school's operations; and (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 audited financial statements to our website. These documents go along with our annual Financial Analysis Report and a list of all school contracts entered into that are worth more than $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 about the school's financial challenges and plans for improvement. In cases of more imminent concerns we may take more formal actions, such as raising our concerns at a public board meeting, citing a school 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:

|  | FY2017 | FY2018 |
|---|---|---|
| **Modified Opinion on the Financial Statements (GAAP)** | 0 | 0 |
| **Material Weaknesses in Internal Control over Financial Reporting** | 3 | 2 |
| **Noncompliance Material to the Financial Statements** | 0 | 1 |
| **Unresolved Prior Year Audit Findings** | 4 | 0 |
| **Going-Concern Issue** | 0 | 3 |
| **Debt-Compliance Issue** | 0 | 3 |
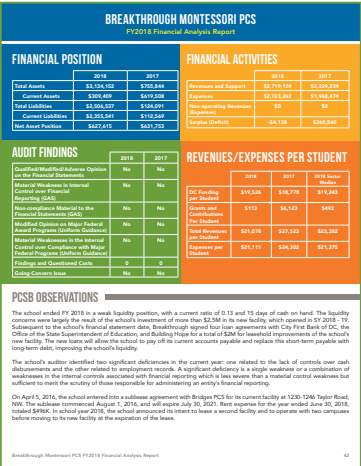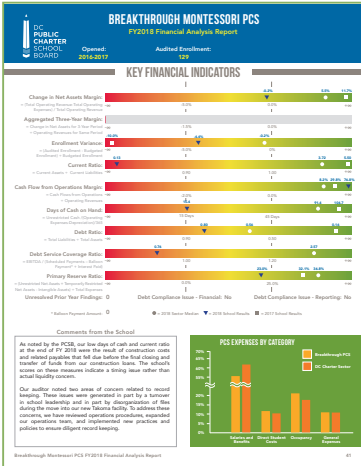
## EFFECTIVE PARTNERSHIPS WITH COMMUNITIES AND CITY AGENCIES

Through consistent effort, we have greatly improved our engagement with communities across the city and with DC public agencies who support our schools.

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By listening to and understanding the communities our schools serve, we are able to better understand the larger impact and context of our authorizing work. Every year, our public charter schools serve more students, so building and strengthening our relationships with communities, families, and city agencies have become an essential part of our work as an authorizer.

We are also a conduit between schools and citywide agencies. We must elevate the voices of our school leaders, so they are bound to fair policies and facilitate agency outreach to our schools.

Our approach to community engagement consists of four main practices:

1. **Building Community Relationships** — Community residents are often families who have students. We must build relationships with them to earn their trust to better understand their needs and concerns.

2. **Educating the Public** — We bring communities into discussions around topics that impact public education in the city and use their input to guide our authorizing work.

3. **Asking for and Responding to Public Feedback** — We are always willing to reflect on, understand, and respond to comments we receive from community members to fulfill our mission of providing quality public charter school options.

4. **Increasing School Capacity** — We ensure our public charter schools feel equipped to solve community engagement issues, so those issues do not later impact student outcomes.

5. **Supporting Families and Students from Closing School**— Our nine family engagement coordinators supported more than 1,200 families during school closures.

As a result of our community engagement practices:

- With the introduction of a new Kids Ride Free SmarTrip card to allow students to travel to and from school, we collaborated with several city agencies to ensure that public charter school students received their cards. More than 25,000 new Kids Ride Free SmarTrip cards were issued to public charter school students.

- In collaboration with DC Public Schools, we hosted our annual Ahead of the Curve Conference on sex abuse prevention.. We are developing a student protection policy to help schools prevent and address sex abuse. This policy would align with new Council legislation, the School Safety Omnibus Amendment Act of 2018.

- By collaborating with DC's Department of Health, 96 public charter school campuses now have 40 hours of nursing coverage each week.

- We held three "Voices in Choice" community meetings to hear from DC stakeholders, including families, about the types of programs they would like to see in the city.

- We coordinated with DC's Metropolitan Police Department to provide gang prevention trainings to four public charter schools.

# OUR RESULTS

Public charter school students are seeing tremendous gains in academic performance because of the combined efforts of DC PCSB and our public charter schools.

# FAMILIES CONTINUE TO CHOOSE PUBLIC EDUCATION

Demand for public charter schools continues to grow. Increased enrollment for both public charter and traditional public schools shows that investments in DC's public education are working as more families continue to choose a public school. There continues to be a high level of demand for public charter school seats in grades PK (ages 3 and 4) and kindergarten, with waitlists across public charter schools totaling 11,861, an increase of 544 students since school year 2018 – 19.
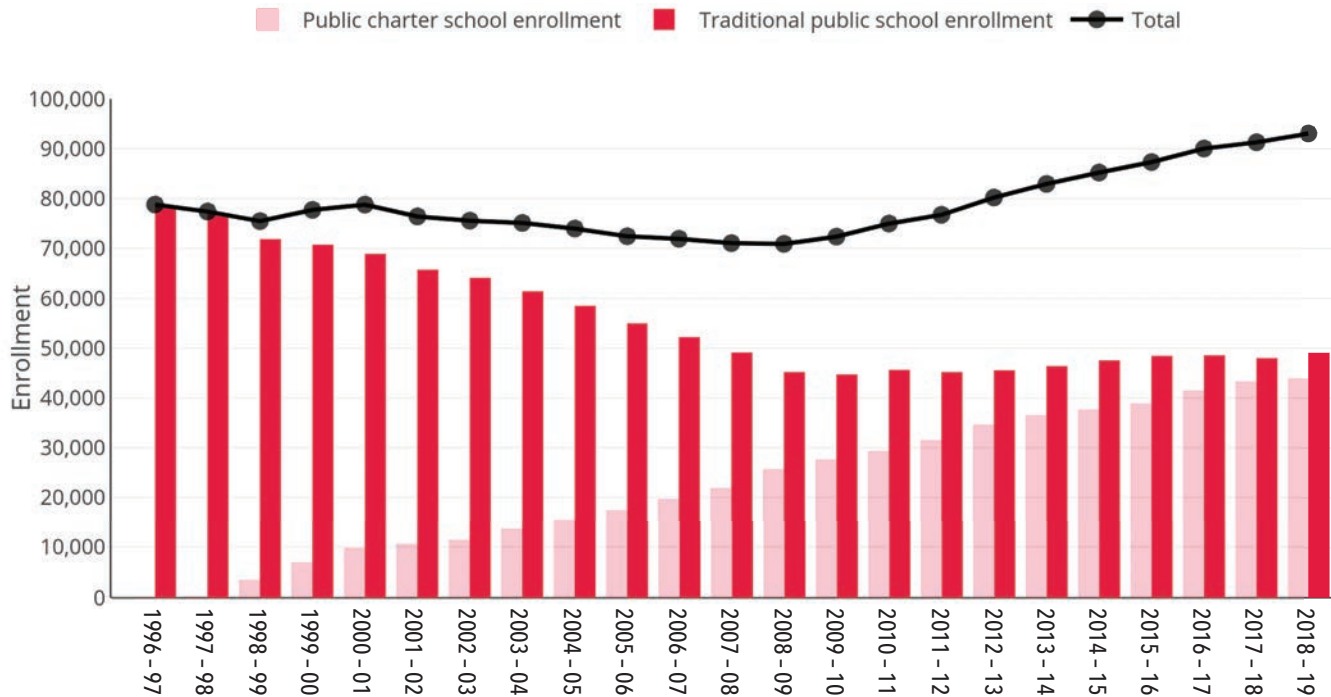


# STUDENT ACHIEVEMENT

For the past 12 years, students at DC public charter schools have continued to improve on statewide assessments — DC CAS and the Partnership for the Assessment of Readiness for College and Career (PARCC) test. Public charter school students' college and career reading scores (Level 4 or 5) increased by 2.7 percentage points on the English language arts assessment and by 1.8 percentage points on the math assessment.

**Achievement Results for Public Charter School Students (2006 – 18)**
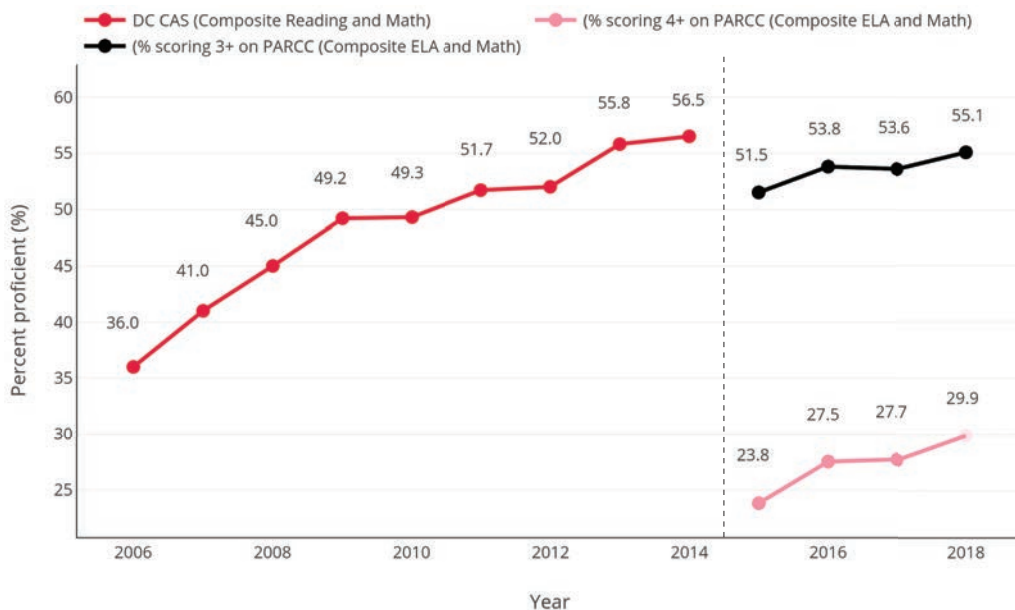
**Proficiency Rates Improving Across All Subgroups in English Language Arts**

| Subgroup | SY 2016 – 17 Levels 4+ (%) | SY 2017 – 18 Levels 4+ (%) | Change (%) |
|---|---|---|---|
| At-Risk | 18.2 | 20.3 | +2.1 |
| Students with Disabilities | 4.0 | 5.3 | +1.3 |
| English Language Learners | 13.5 | 15.5 | +2.0 |
| Black/African American | 24.4 | 26.6 | +2.2 |
| White/Caucasian | 76.9 | 78.5 | +1.6 |
| Hispanic/Latino | 28.6 | 32.3 | +3.7 |
| Gender: Female | 34.8 | 37.5 | +2.7 |
| Gender: Male | 22.6 | 25.3 | +2.7 |

**Proficiency Rates Improving Across Almost All Subgroups in Math**

| Subgroup | SY 2016 – 17 Levels 4+ (%) | SY 2017 – 18 Levels 4+ (%) | Change (%) |
|---|---|---|---|
| At-Risk | 17.3 | 18.5 | +1.2 |
| Students with Disabilities | 5.1 | 5.9 | +0.8 |
| English Language Learners | 15.2 | 14.6 | -0.6 |
| Black/African American | 22.5 | 24.4 | +1.9 |
| White/Caucasian | 73.0 | 74.9 | +1.9 |
| Hispanic/Latino | 23.5 | 23.9 | +0.4 |
| Gender: Female | 28.0 | 30.1 | +2.1 |
| Gender: Male | 25.2 | 26.7 | +1.5 |

**Four-Year Graduation Rates Are Higher for Public Charter School Students Across All Subgroups**
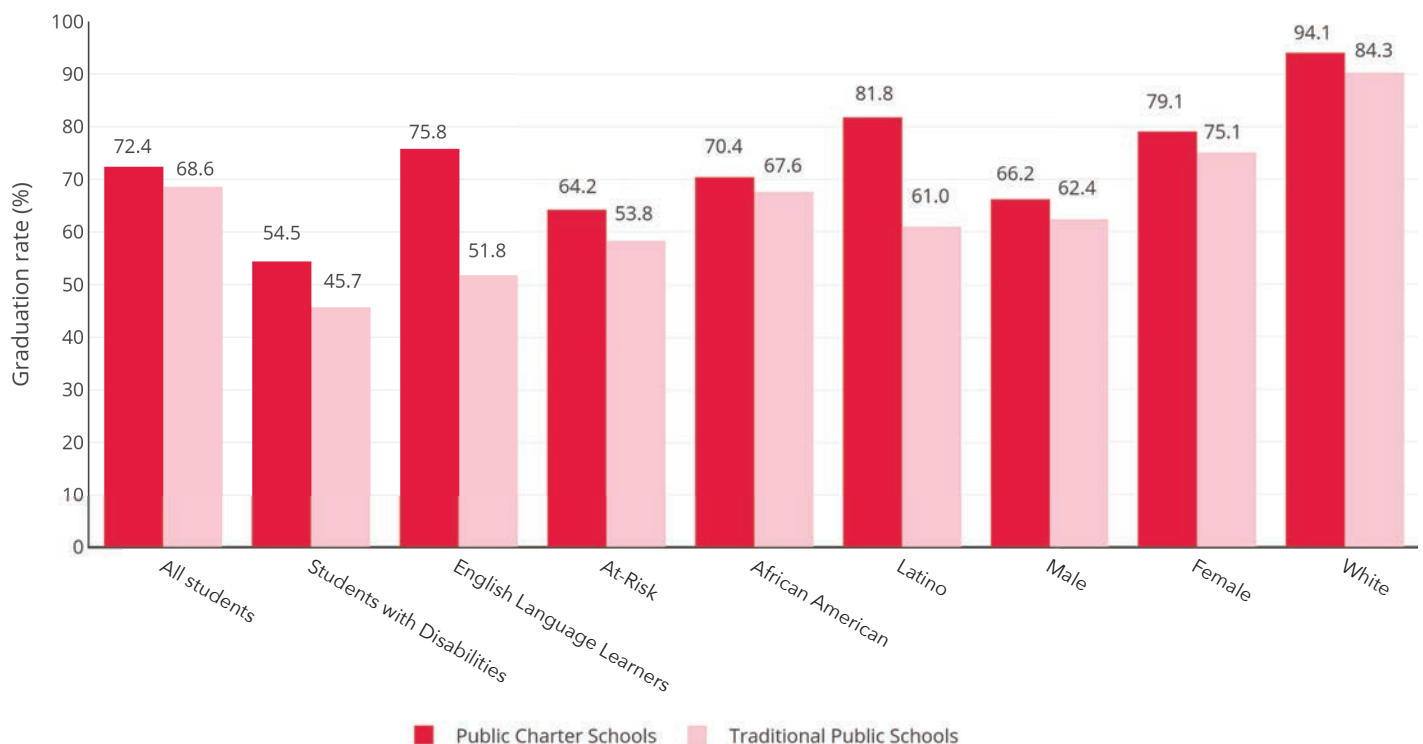


Graduation rate (%)

| Subgroup | Public Charter Schools | Traditional Public Schools |
|---|---|---|
| All students | 72.4 | 68.6 |
| Students with Disabilities | 54.5 | 45.7 |
| English Language Learners | 75.8 | 51.8 |
| At-Risk | 64.2 | 53.8 |
| African American | 70.4 | 67.6 |
| Latino | 81.8 | 61.0 |
| Male | 66.2 | 62.4 |
| Female | 79.1 | 75.1 |
| White | 94.1 | 84.3 |

■ Public Charter Schools  ■ Traditional Public Schools

"I came to this school without English, no GED, no high school diploma. It'll be so exciting for me to remember [this experience and] to come back...to see this school helping young people like me. I think I'll be crying. I love this school."

– Edgar | The Next Step PCS

Kalkidan, Class of 2019 Valedictorian, E.L. Haynes PCS

Be Kind. Work Hard. Get Smart. Those words inspire every student at E.L. Haynes Public Charter School, a high-performing Tier 1 school in Northwest DC in the Petworth neighborhood. Kalkidan Haile, E.L. Haynes's 2019 valedictorian, fully embodies the school's values and appreciates how her teachers and principal encouraged her to thrive.

"At public charter schools, there's a lot of room to reinvent and redefine what education looks like," Kalkidan says. "Kids stay more engaged because teachers have the freedom to modify or create a curriculum that's tailored to their students' likes and needs."

Kalkidan enjoyed having smaller classes and being part of an "engaging and supportive" environment. She felt like she belonged in her school community and valued the "diversity that gives students the opportunity to learn from other students [that live] in different areas of DC."
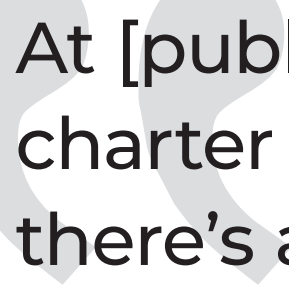
That engaging and supportive environment helped Kalkidan discover that she could be a fearless leader. When she was a freshman, Kalkidan heard her peers complain about the school's dress code. The "no hoodie" policy bothered many students, who thought the requirement to always wear business professional clothing was too restrictive. So Kalkidan and several classmates wrote an essay to the principal making the case for a looser dress code that would allow hoodies and other casual clothing. E.L. Haynes leaders were persuaded to change the policy.

"We felt like the way you dress is a form of self-expression," Kalkidan says. "I believe the way you dress is an expression of one's personality, character, and creativity, and having a dress code was very limiting." Successfully advocating for change taught Kalkidan that her actions can make a difference and showed her how important it is to speak up about her beliefs.

Kalkidan's confidence also grew thanks to classes and teachers that challenged her to work hard and discover the great talent she had to offer. During her senior year, she enrolled in an AP language course that she describes as "the one class that challenged me past my limit. A lot of my classes pushed me, but this one took it up a notch. I sometimes felt like I had a professor for a teacher the way Ms. Castillo challenged my thinking."

There was no doubt that Kalkidan would rise to the occasion. "My writing, reading, and critical thinking skills have become better because of that class," Kalkidan says. "I've also seen how far I can go in life because of AP language."

Kalkidan knows that by pushing her to be her best, her teachers were laying the groundwork for her to be successful in college – the next challenge she's ready and eager to take on. It's not just their ability to reinvent and redefine education that makes public charter schools like E.L. Haynes so special, it's their ability to help students invent and define their own bright futures.

At [public] charter schools, there's a lot of room to reinvent and redefine what education looks like.

# BOARD ACTIONS

Each month, the Board meets to discuss and vote on issues pertaining to specific public charter schools or DC's public charter school sector. Our Board meetings are open to the public.

This table shows the date and location of our board meetings in school year 2018 – 19.

| Date of Board Meeting | Location |
| --- | --- |
| September 17, 2018 | DC Public Charter School Board |
| October 15, 2018 | DC Public Charter School Board |
| October 31, 2018 | DC Public Charter School Board |
| November 19, 2018 | Trinity Washington University |
| November 27, 2018 | City Arts & Prep PCS |
| December 17, 2018 | Trinity Washington University |
| January 16, 2019 | National Collegiate Preparatory PCHS |
| January 22, 2019 | DC Public Charter School Board |
| January 28, 2019 | DC Public Charter School Board |
| February 25, 2019 | DC Public Charter School Board |
| March 18, 2019 | DC Public Charter School Board |
| March 27, 2019 | DC Public Charter School Board |
| April 22, 2019 | Carlos Rosario International PCS |
| April 23, 2019 | Carlos Rosario International PCS |
| May 15, 2019 | DC Public Charter School Board |
| May 20, 2019 | Friendship PCS – Armstrong |
| June 25, 2019 | DC Public Charter School Board |
| July 15, 2019 | DC Public Charter School Board |

## Summary of Approved Board Actions
### Charter Amendments

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
| --- | --- | --- |
| LAYC Career Academy PCS | Revisions to Goals and Academic Achievement Expectations | September 17, 2018 |
| Capital City PCS | Addition of High School Graduation Requirements | October 15, 2018 |
| District of Columbia International School | Addition of High School Graduation Requirements | October 15, 2018 |
| E.L. Haynes PCS | Addition of High School Graduation Requirements | October 15, 2018 |
| Kingsman Academy PCS | Addition of High School Graduation Requirements | October 15, 2018 |
| National Collegiate Preparatory PCHS | Addition of High School Graduation Requirements | October 15, 2018 |
| Paul PCS  – Middle | Addition of High School Graduation Requirements | October 15, 2018 |
| Washington Leadership Academy PCS | Addition of High School Graduation Requirements | October 15, 2018 |
| Academy of Hope Adult PCS | Revisions to Goals and Academic Achievement Expectations | November 19, 2018 |
| BASIS DC PCS | Addition of High School Graduation Requirements and Language Consistent with the Fiscal Transparency Amendment Act of 2016 | November 19, 2018 |
| Cesar Chavez PCS for Public Policy | Addition of High School Graduation Requirements | November 19, 2018 |
| Friendship PCS | Addition of High School Graduation Requirements and Language Consistent with the Fiscal Transparency Amendment Act of 2016 | November 19, 2018 |
| IDEA PCS | Adopt the Most Recent Performance Management Framework as Goals Policy and Addition of High School Graduation Requirements | November 19, 2018 |
| KIPP DC PCS | Addition of High School Graduation Requirements | November 19, 2018 |
| Richard Wright PCS for Journalism and Media Arts | Addition of High School Graduation Requirements | November 19, 2018 |

## Summary of Approved Board Actions *(Continued)*
### Charter Amendments

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
|---|---|---|
| SEED PCS | Addition of High School Graduation Requirements and Identification of Existing Management Organization | November 19, 2018 |
| Shining Stars Montessori Academy PCS | Updates to Early Childhood Math Assessment | November 19, 2018 |
| Washington Latin PCS | Addition of High School Graduation Requirements | November 19, 2018 |
| Friendship PCS | Asset Acquisition of Ideal Academy PCS, Replicate Program, Reconfigure Campus, and Addition of New Location | December 17, 2018 |
| Ingenuity Prep PCS | Update Early Childhood K-2 Literacy Assessment | December 17, 2018 |
| KIPP DC PCS | Asset Acquisition of Somerset Preparatory Academy PCS, Replicate Program, Addition of New Location, Increase Enrollment Ceiling, and Revisions to Goals and Academic Achievement Expectations | December 17, 2018 |
| Lee Montessori PCS | Increase Enrollment Ceiling and Replicate Program | December 17, 2018 |
| Capital City PCS | Elect to Adopt the Performance Management Framework as Goals Policy and Align Early Childhood Assessments with the Assessments the School Displays on the PMF | February 25, 2019 |
| Early Childhood Academy PCS | Addition of New Campus Location | February 25, 2019 |
| Cesar Chavez PCS for Public Policy | Campus Reconfiguration and Enrollment Decrease | March 18, 2019 |
| Friendship PCS | Update Goals and Academic Achievement Expectations | March 18, 2019 |
| Hope Community PCS | Change Early Childhood Assessment Name | March 18, 2019 |
| Mundo Verde PCS | Accelerate Enrollment Ceiling Increase | March 18, 2019 |
| Eagle Academy PCS | Open a New Campus and Change Name | April 22, 2019 |
| BASIS DC PCS | Revise Graduation Requirements | April 22, 2019 |
| Carlos Rosario International PCS | Revise Mission Statement | April 22, 2019 |
| DC Scholars PCS | Revise Bylaws and Governance Structure | April 22, 2019 |
| District of Columbia International School | Correct Enrollment Ceiling | April 22, 2019 |
| Mary McLeod Bethune Day Academy PCS | Update Elect to Adopt the Performance Management Framework (PMF) as Goals Policy and Remove Mission-Specific Goal | April 22, 2019 |
| Maya Angelou PCS | Include Graduation and Residential Program Requirements and Add Language Consistent with the 2016 Fiscal Transparency Act | April 22, 2019 |
| The Next Step/El Próximo Paso PCS | Increase Ages Served, Update the Mission Statement, and Revise Charter Goals | April 22, 2019 |
| Paul PCS  – Middle | Amend Its Enrollment Policy | April 22, 2019 |
| YouthBuild PCS | Update Business Rules Used to Measure Its Student Progress Goal | April 22, 2019 |
| KIPP DC PCS | Change Campus Name | May 20, 2019 |
| Washington Global PCS | Revise Business Rules to Measure Its Mission-Specific Goals | May 20, 2019 |
| Cedar Tree Academy PCS | Expand Grades Served | June 25, 2019 |
| Washington Latin PCS | Increase Enrollment Ceiling and Add a New Campus | July 15, 2019 |
| Briya PCS | Open New Location | July 15, 2019 |
| Capital City PCS | Increase Enrollment Ceiling | July 15, 2019 |
| District of Columbia International School | Revise Graduation Requirements | July 15, 2019 |
| Digital Pioneers Academy PCS | Open New Location | July 15, 2019 |

## Summary of Approved Board Actions *(Continued)*
### Charter Amendments

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
| --- | --- | --- |
| Lee Montessori PCS | Open New Location | July 15, 2019 |
| Statesmen College Preparatory Academy for Boys PCS | Open New Location | July 15, 2019 |

## Summary of Approved Board Actions
### Charter Reviews, Renewals, New Schools, and Other School Business

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
| --- | --- | --- |
| Democracy Prep PCS | Delay Vote on the School's Five-Year Review | November 19, 2018 |
| Harmony DC PCS – School of Excellence | Continue the School's Charter with Conditions | November 19, 2018 |
| LEARN DC | Proposal to Open a New Charter School with Conditions in School Year 2020 – 21 | November 19, 2018 |
| City Arts & Prep PCS | Revoke the School's Charter at the End of School Year 2018 – 19 | December 17, 2018 |
| Democracy Prep PCS | Initiate Revocation of the School's Charter | December 17, 2018 |
| LEARN DC | Revise Conditions for Charter Approval (School Planning to Open in School Year 2020 – 21) | December 17, 2018 |
| Lee Montessori PCS | Continue the School's Charter without Conditions | December 17, 2018 |
| Meridian PCS | Continue the School's Charter with Conditions | December 17, 2018 |
| National Collegiate Preparatory PCHS | Initiate Revocation of the School's Charter | December 17, 2018 |
| Perry Street Preparatory PCS | Continue the School's Charter with Conditions | December 17, 2018 |
| Roots PCS | Continue the School's Charter with Conditions | December 17, 2018 |
| National Collegiate Preparatory PCHS | Revoke the School's Charter at the End of School Year 2019 – 20 | January 22, 2019 |
| DC Bilingual PCS | Renew the School's Charter for a Second 15-Year Term | January 28, 2019 |
| E.L. Haynes PCS | Renew the School's Charter for a Second 15-Year Term | January 28, 2019 |
| Two Rivers PCS | Renew the School's Charter for a Second 15-Year Term | January 28, 2019 |
| LEARN DC | Extend Deadline to Agree to Conditions Needed for Conditional Charter Approval (School Planning to Open in School Year 2020 – 21) | January 28, 2019 |
| Academy of Hope Adult PCS | Continue the School's Charter without Conditions | February 25, 2019 |
| District of Columbia International School | Continue the School's Charter with Conditions | February 25, 2019 |
| National Collegiate Preparatory PCHS | Amend Charter to Develop an Interim Closure Plan | February 25, 2019 |
| LEARN DC | Modifications to Conditions in the Conditional Approval Agreement | February 25, 2019 |
| E.L. Haynes PCS | Extend Charter Agreement Through June 30, 2019 | April 22, 2019 |
| Two Rivers PCS | Extend Charter Agreement Through June 30, 2019 | April 22, 2019 |
| DC Bilingual PCS | Renew the School's Charter for a Second 15-Year Term | June 25, 2019 |
| E.L. Haynes | Renew the School's Charter for a Second 15-Year Term | June 25, 2019 |
| Two Rivers PCS | Renew the School's Charter for a Second 15-Year Term | June 25, 2019 |

## Summary of Approved Board Actions
### Notices of Concern, Fiscal Notices, and Charter Warnings

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
| --- | --- | --- |
| Ingenuity Prep PCS | Lift Truancy Notice of Concern | September 17, 2018 |
| Ingenuity Prep PCS | Issue Truancy Notice of Concern | March 18, 2019 |
| Harmony DC PCS – School of Excellence | Issue Financial Corrective Action | April 22, 2019 |
| Breakthrough Montessori PCS | Issue Mystery Caller Notice of Concern | May 20, 2019 |
| Kingsman Academy PCS | Issue Mystery Caller Notice of Concern | May 20, 2019 |
| KIPP DC PCS | Issue Truancy Notice of Concern | May 20, 2019 |
| Ingenuity Prep PCS | Lift Truancy Notice of Concern | May 20, 2019 |
| Breakthrough Montessori PCS | Lift Truancy Notice of Concern | July 15, 2019 |
| Kingsman Academy PCS | Lift Truancy Notice of Concern | July 15, 2019 |

## Summary of Approved Board Actions
### Policies and DC PCSB-Related Documents

| DATE OF BOARD VOTE | POLICY |
| --- | --- |
| September 17, 2018 | 2018 – 19 Performance Management Framework (PMF) Policy and Technical Guide |
| September 17, 2018 | Revisions to Accreditation Policy |
| November 19, 2018 | Revisions to the Elect to Adopt the Performance Management Framework as Charter Goals |
| November 19, 2018 | Updates to the 2018 – 19 Performance Management Framework Policy (PMF) and Technical Guide |
| November 19, 2018 | Revisions to the Transcript Audit Policy |
| November 19, 2018 | Revisions to the Mandatory School Notification Policy |
| December 17, 2018 | Revisions to the Advisory Neighborhood Commission Notification Policy |
| December 17, 2018 | Fiscal Year 2018 Financial Analysis Report Technical Guide |
| January 28, 2019 | Revisions to the Special Education Audit Policy |
| March 18, 2019 | School Transparency Policy |
| March 18, 2019 | DC PCSB's FY 2018 Financial Audit |
| May 20, 2019 | SY 2019 – 20 LEA Document Submission Calendar and SY 2018 – 19 Annual Report Guidelines |
| May 20, 2019 | Performance Management Framework (PMF) Policy and Technical Guide Revisions |
| June 25, 2019 | Revise Business Rules for Enrollment Ceiling Increase Policy |

## Summary of Approved Board Actions
### DC PCSB Policies Opened for Public Comment

| DATE OF BOARD VOTE | POLICY |
|---|---|
| September 17, 2018 | Revisions to the Elect to Adopt the Performance Management Framework as Charter Goals |
| September 17, 2018 | Revisions to the Transcript Audit Policy |
| September 17, 2018 | Revisions to the Mandatory School Notification Policy |
| October 15, 2018 | Revisions to the Advisory Neighborhood Commission Notification Policy |
| October 15, 2018 | Fiscal Year 2018 Financial Analysis Report Technical Guide |
| October 15, 2018 | Revisions to the Special Education Audit Policy |
| December 17, 2018 | School Transparency Policy |
| March 18, 2019 | Revisions to Procurement and Conflict of Interest Policy |
| April 22, 2019 | Revised Business Rules for Enrollment Ceiling Increase Policy |
| April 22, 2019 | Student Protection Policy |
| May 20, 2019 | SY 2019 – 20 Performance Management Framework (PMF) Policy and Technical Guide |
| May 20, 2019 | FY 2019 Financial Analysis Report (FAR) Technical Guide |
| May 20, 2019 | Revisions to the Elect to Adopt the PMF as Goals Policy |
| June 25, 2019 | Revisions to the Criteria for Determining Schools in Good Standing Policy |
| June 25, 2019 | Revisions to the Data and Document Submission Policy |

## Summary of Denied Board Actions
### Summary of Denied Items

| SCHOOL NAME | DESCRIPTION | DATE OF BOARD VOTE |
|---|---|---|
| Goodwill Excel Center PCS | Truancy Notice of Concern | March 18, 2019 |
| Anna Julia Cooper | New School Application | May 20, 2019 |
| Arabic Language | New School Application | May 20, 2019 |
| Aspire to Excellence | New School Application | May 20, 2019 |
| BOLT Academy | New School Application | May 20, 2019 |
| Evolve | New School Application | May 20, 2019 |
| The Garden Education | New School Application | May 20, 2019 |

# LIST OF SCHOOLS

Find information about all of our public charter schools on the next few pages.

# Pre-Kindergarten – 12th Grade

| SCHOOL NAME | WARD | PROGRAM TYPE | 2018 – 19 GRADES | 2018 – 19 AUDITED ENROLLMENT |
|---|---|---|---|---|
| Achievement Preparatory Academy PCS – Wahler Place Elementary | 8 | Leadership Development | PK3 – 3 | 375 |
| Achievement Preparatory Academy PCS – Wahler Place Middle | 8 | Leadership Development | 4 – 8 | 449 |
| AppleTree Early Learning Center PCS – Columbia Heights | 1 | Early Childhood | PK3 – PK4 | 154 |
| AppleTree Early Learning Center PCS – Douglas Knoll | 8 | Early Childhood | PK3 – PK4 | 90 |
| 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 | 151 |
| AppleTree Early Learning Center PCS – Parklands at THEARC | 8 | Early Childhood | PK3 – PK4 | 92 |
| AppleTree Early Learning Center PCS – Southwest*** | 8 | Early Childhood | PK3 – PK4 | 97 |
| BASIS DC PCS | 2 | Liberal Arts | 5 – 12 | 183 |
| Breakthrough Montessori PCS | 4 | Montessori | PK3 – K | 412 |
| Bridges PCS | 5 | Early Childhood to Elementary; Special Education Focus | PK3 – 5 | 335 |
| Capital City PCS – High School | 4 | Arts Integration; Project-Based Learning | 9 – 12 | 323 |
| Capital City PCS – Lower School | 4 | Arts Integration; Project-Based Learning | PK3 – 4 | 335 |
| Capital City PCS – Middle School | 4 | Arts Integration; Project-Based Learning | 5 – 8 | 359 |
| Cedar Tree Academy PCS | 8 | Early Childhood | PK3 – K | 258 |
| Center City PCS – Brightwood | 4 | Liberal Arts; Humanities | PK3 – 8 | 262 |
| Center City PCS – Capitol Hill | 6 | Liberal Arts; Humanities | PK3 – 8 | 250 |
| Center City PCS – Congress Heights | 8 | Liberal Arts; Humanities | PK3 – 8 | 250 |
| Center City PCS – Petworth | 4 | Liberal Arts; Humanities | PK3 – 8 | 230 |
| Center City PCS – Shaw | 6 | Liberal Arts; Humanities | PK4 – 8 | 207 |
| Center City PCS – Trinidad | 5 | Liberal Arts; Humanities | PK4 – 8 | 238 |
| *Cesar Chavez PCS for Public Policy – Capitol Hill | 6 | Public Policy | 9 – 12 | 235 |
| *Cesar Chavez PCS for Public Policy – Chavez Prep | 1 | Public Policy | 6 – 9 | 350 |
| Cesar Chavez PCS for Public Policy – Parkside High School | 7 | Public Policy | 9 – 12 | 133 |
| Cesar Chavez PCS for Public Policy – Parkside Middle School | 7 | Public Policy | 6 – 8 | 427 |
| *City Arts & Prep PCS | 5 | Performing Arts | PK3 – 8 | 617 |
| Creative Minds International PCS | 5 | International Education; Inclusion; Arts Education/Integration | PK3 – 7 | 496 |
| DC Bilingual PCS | 5 | Dual Language; Arts Integration; Science, Technology, Engineering, Mathematics (STEM) Focus | PK3 – 5 | 444 |
| DC Prep PCS – Anacostia Elementary School | 8 | Interdisciplinary Curriculum | PK3 – 1 | 379 |
| DC Prep PCS – Benning Elementary School | 7 | Interdisciplinary Curriculum | PK3 – 3 | 448 |
| DC Prep PCS – Benning Middle School | 7 | Interdisciplinary Curriculum | 4 – 8 | 341 |
| DC Prep PCS – Edgewood Elementary School | 5 | Interdisciplinary Curriculum | PK3 – 3 | 450 |
| DC Prep PCS – Edgewood Middle School | 5 | Interdisciplinary Curriculum | 4 – 8 | 334 |
| DC Scholars PCS | 7 | Interdisciplinary Curriculum | PK3 – 8 | 543 |
| *Democracy Prep Congress Heights PCS | 8 | Multidisciplinary Curriculum; Civic Education; Leadership Development | PK3 – 8 | 759 |
| Digital Pioneers Academy PCS | 7 | Computer Science; Diverse Out-of-School Experiences | 6 – 7 | 120 |
| District of Columbia International School | 4 | Language Immersion; International Baccalaureate Curriculum | 6 – 10 | 1,061 |

*** AppleTree will not operate a school at this location or in the SW community for the 2019-20 SY. They will welcome families in the Fall of 2020.

| SCHOOL NAME | WARD | PROGRAM TYPE | 2018 – 19 GRADES | 2018 – 19 AUDITED ENROLLMENT |
|---|---|---|---|---|
| E.L. Haynes PCS – Elementary School | 4 | Experiential Learning | PK 3 – 4 | 350 |
| E.L. Haynes PCS – Middle School | 1 | Experiential Learning | 5 – 8 | 436 |
| E.L. Haynes PCS – High School | 4 | Experiential Learning | 9 – 12 | 349 |
| Eagle Academy PCS – Capitol Riverfront | 6 | Science, Technology, Engineering, Mathematics (STEM) Focus | PK3 – 3 | 156 |
| Eagle Academy PCS – Congress Heights | 8 | Science, Technology, Engineering, Mathematics (STEM) Focus | PK3 – 3 | 682 |
| Early Childhood Academy PCS | 8 | Science, Technology, Engineering, Mathematics (STEM) Focus | PK3 – 3 | 254 |
| Elsie Whitlow Stokes Community Freedom PCS – Brookland | 5 | Dual Language | PK3 – 5 | 350 |
| Elsie Whitlow Stokes Community Freedom PCS – East End | 7 | Dual Language | PK3 – 1 | 134 |
| Friendship PCS – Armstrong | 5 | Reggio Emilia-Inspired Learning Center | PK3 – 5 | 401 |
| Friendship PCS – Blow Pierce Elementary | 7 | College Prep School | PK3 – 3 | 395 |
| Friendship PCS – Blow Pierce Middle | 7 | College Prep School | 4 – 8 | 249 |
| Friendship PCS – Chamberlain Elementary | 6 | Champions for Student Achievement | PK3 – 3 | 368 |
| Friendship PCS – Chamberlain Middle | 6 | Champions for Student Achievement | 4 – 8 | 314 |
| Friendship PCS – Collegiate Academy | 7 | Early College High School | 9 – 12 | 553 |
| Friendship PCS – Online Academy | 4 | Virtual School | K – 8 | 191 |
| Friendship PCS – Southeast Elementary | 8 | Every Child Ready Instructional Approach | PK3 – 5 | 411 |
| Friendship PCS – Southeast Middle | 8 | Every Child Ready Instructional Approach | 4–7 | 179 |
| Friendship PCS – Technology Preparatory Academy High School | 8 | Science, Technology, Engineering, Mathematics (STEM) Focus | 9 – 12 | 270 |
| Friendship PCS – Technology Preparatory Academy Middle School | 8 | Science, Technology, Engineering, Mathematics (STEM) Focus | 6 – 8 | 138 |
| Friendship PCS – Woodridge International Elementary | 5 | International Baccalaureate | PK3 – 3 | 285 |
| Friendship PCS – Woodridge International Middle | 5 | International Baccalaureate | 4 – 8 | 227 |
| Harmony DC PCS – School of Excellence | 5 | Science, Technology, Engineering, and Mathematics (STEM) Focus | K – 5 | 112 |
| Hope Community PCS – Lamond | 4 | Expeditionary Learning (Art, Technology, Science Inquiry, and Music) | PK3 – 5 | 276 |
| Hope Community PCS – Tolson | 5 | Expeditionary Learning (Art, Technology, Science Inquiry, and Music) | PK3 – 5 | 465 |
| Howard University Public Charter Middle School of Mathematics and Science | 1 | Math and Science Focus | 6 – 8 | 283 |
| IDEA PCS | 7 | Leadership, Construction, and Design Focus; Dual College-Enrollment | 9 – 12 | 326 |
| *Ideal Academy PCS | 4 | Holistic Educational Development | PK3 – 8 | 249 |
| Ingenuity Prep PCS | 8 | Civic Leadership; Blended Learning; Early Childhood | PK3 – 4 | 560 |
| Inspired Teaching Demonstration PCS | 5 | Inquiry-Based, Whole Child, and Social Justice Focus | PK3 – 8 | 470 |
| Kingsman Academy PCS | 6 | Project-Based; Personalized Learning | 6 – 12 | 281 |
| KIPP DC – AIM Academy PCS | 8 | High School Preparatory Curriculum; Leadership and Character Development | 5 – 8 | 391 |
| KIPP DC – Arts and Technology Academy PCS | 7 | Play-Based Academic and Social Emotional Learning Curriculum | PK3 – K | 348 |
| KIPP DC – College Preparatory Academy PCS | 5 | Global Readiness-Based Curriculum; Career and College Coaching; Advanced Placement Courses; Freshman Academies | 9 – 12 | 802 |
| KIPP DC – Connect Academy PCS | 5 | Play-Based Academic and Social Emotional Learning Curriculum | PK3 – K | 323 |
| KIPP DC – Discover Academy PCS | 8 | Play-Based Academic and Social Emotional Learning Curriculum | PK3 – K | 354 |
| KIPP DC – Grow Academy PCS | 6 | Play-Based Academic and Social Emotional Learning Curriculum | PK3 – K | 318 |
| KIPP DC – Heights Academy PCS | 8 | Rigorous Academic Curriculum; Character and Whole-Child Approach | 1 – 4 | 462 |

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

| SCHOOL NAME | WARD | PROGRAM TYPE | 2018 – 19 GRADES | 2018 – 19 AUDITED ENROLLMENT |
|---|---|---|---|---|
| KIPP DC – KEY Academy PCS | 7 | High School Preparatory Curriculum; Leadership and Character Development | 5 – 8 | 337 |
| KIPP DC – Lead Academy PCS | 6 | Rigorous Academic Curriculum; Character and Whole-Child Approach | 1 – 4 | 400 |
| KIPP DC – LEAP Academy PCS | 7 | Play-Based Academic and Social Emotional Learning Curriculum | PK3 – PK4 | 195 |
| KIPP DC – Northeast Academy PCS | 5 | High School Preparatory Curriculum; Leadership and Character Development | 5 – 8 | 329 |
| KIPP DC – Promise Academy PCS | 7 | Rigorous Academic Curriculum; Character and Whole-Child Approach | K – 4 | 518 |
| KIPP DC – Quest Academy PCS | 7 | Rigorous Academic Curriculum; Character and Whole-Child Approach | 1 – 4 | 412 |
| KIPP DC – Spring Academy PCS | 5 | Rigorous Academic Curriculum; Character and Whole-Child Approach | 1 – 4 | 411 |
| KIPP DC – Valor Academy PCS | 7 | High School Preparatory Curriculum; Leadership and Character Development | 5 – 8 | 336 |
| KIPP DC – WILL Academy PCS | 6 | High School Preparatory Curriculum; Leadership and Character Development | 5 – 8 | 328 |
| Latin American Montessori Bilingual PCS | 4,5 | Montessori; Language Immersion | PK3 – 5 | 476 |
| Lee Montessori PCS | 5 | Montessori | PK3 – 4 | 210 |
| Mary McLeod Bethune Day Academy PCS | 4,5 | Arts Integration; Language Immersion; International Baccalaureate | PK3 – 8 | 413 |
| Maya Angelou PCS – High School | 7 | Blended and Individualized Learning; Socio-emotional Learning | 9 – 12 | 201 |
| Meridian PCS | 1 | Interdisciplinary Curriculum | PK3 – 8 | 642 |
| Monument Academy PCS | 6 | Boarding School and Wraparound with Foster Care/At-Risk Focus | 5 – 7 | 128 |
| Mundo Verde Bilingual PCS | 5 | Dual Language; Expeditionary Learning; Education for Sustainability Focus | PK3 – 5 | 594 |
| **National Collegiate Preparatory PCHS | 8 | International Baccalaureate; Science, Technology, Engineering, Mathematics (STEM) Focus | 9 – 12 | 250 |
| Paul PCS – International High School | 4 | Academics, Arts, Athletics, and Global Enrichment | 9 – 12 | 466 |
| Paul PCS – Middle | 4 | Academics, Arts, Athletics, and Global Enrichment | 6 – 8 | 262 |
| Perry Street Preparatory PCS | 5 | Interdisciplinary Curriculum; Extended Academic Time | PK3 – 8 | 367 |
| Richard Wright PCS for Journalism and Media Arts | 6 | Journalism and Media Arts | 8 – 12 | 299 |
| Rocketship PCS – Rise Academy | 8 | Personalized and Blended Learning | PK3 – 3 | 618 |
| Rocketship PCS – Legacy Prep | 7 | Personalized and Blended Learning | PK3 – 2 | 466 |
| Roots PCS | 4 | African-Centered Curriculum | PK3 – 5 | 109 |
| SEED PCS of Washington, DC | 7 | Boarding School | 7 – 12 | 284 |
| Sela PCS | 4 | Language Immersion | PK3 – 4 | 229 |
| Shining Stars Montessori Academy PCS | 5 | Montessori | PK3 – 6 | 281 |
| *Somerset Preparatory Academy PCS | 8 | Dual College-Enrollment; Digital Media; Afternoon Programming | 6 – 12 | 425 |
| Statesmen College Preparatory Academy for Boys PCS | 7 | Boy-Friendly Academic Environment, Improving Academic Skills, Social Competencies, and Personal Development | 4 – 5 | 250 |
| St. Coletta Special Education PCS | 7 | Special Education | Ages 3 – 22 | 54 |
| The Children's Guild DC PCS | 5 | Personalized Learning | K – 8 | 376 |
| Thurgood Marshall Academy PCS | 8 | Public Policy and Law Focus | 9 – 12 | 392 |
| Two Rivers PCS – 4th Street | 6 | Expeditionary Learning | PK3 – 8 | 528 |
| Two Rivers PCS – Young | 5 | Expeditionary Learning | PK3 – 3 | 332 |

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

| SCHOOL NAME | WARD | PROGRAM TYPE | 2018 – 19 GRADES | 2018 – 19 AUDITED ENROLL-MENT |
|---|---|---|---|---|
| Washington Global PCS | 6 | International Curriculum; Individualized Learning | 6 – 8 | 216 |
| Washington Latin PCS – Middle School | 4 | Classical Education | 5 – 8 | 370 |
| Washington Latin PCS – Upper School | 4 | Classical Education | 9 – 12 | 328 |
| Washington Leadership Academy PCS | 5 | Tech; Coding; Computer Science; Leadership Development | 9 – 10 | 306 |
| Washington Yu Ying PCS | 5 | Mandarin Chinese Language Immersion; International Baccalaureate | PK3 – 5 | 569 |

*School will close at the end of the SY 2018-19 school year.
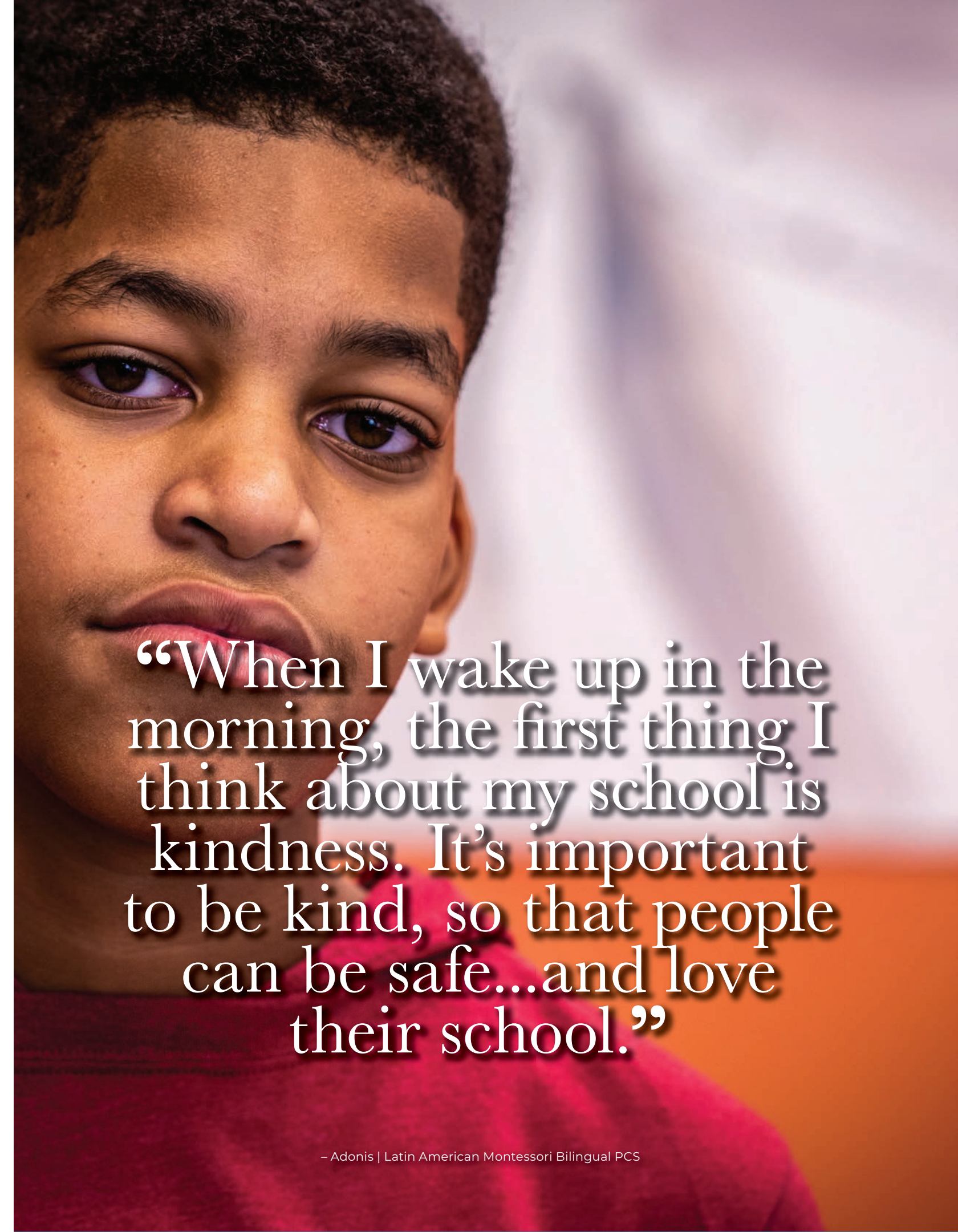**School will close at the end of the SY 2019-20 school year.

## Adult Education

| SCHOOL NAME | WARD | PROGRAM TYPE | AGES SERVED | 2018 – 19 AUDITED ENROLL-MENT |
|---|---|---|---|---|
| Academy of Hope Adult PCS | 5,8 | Literacy, GED Preparation, Computer Skills, Dual College Enrollment; Day and Evening | Adult | 461 |
| Briya PCS | 1,4,5 | Two-Generation Program; English as a Second Language; Child Development Associate; Medical Assistant | PK3 – PK4 & Adult | 718 |
| Carlos Rosario International PCS | 1,5 | Literacy; English as a Second Language; Computer Skills; Culinary Arts, Nurse Aide, GED and Citizenship Preparation | 16 and older | 2,137 |
| Community College Preparatory Academy PCS | 8 | HVAC Training; National Customer Service; Computer Skills; CompTIA Help Desk; Microsoft Office Suite; Dual College Enrollment | Adult | 617 |
| Goodwill Excel Center PCS | 2 | Transportation Assistance; Child Care and Flexible Class Schedules | grades 9 – 12 | 369 |
| LAYC Career Academy PCS | 1 | Medical Assistant; Computer Skills; Dual College Enrollment; GED Preparation; English as a Second Language; Literacy and Numeracy Skill Development | Adult | 129 |
| Maya Angelou PCS – Young Adult Learning Center | 7 | GED Preparation; Construction Education; Landscaping; Communications Cabling; Morning and Afternoon Classes; Transportation Assistance | Adult | 164 |
| The Family Place PCS | 1 | English as a Second Language, Child Development Associate, Workforce Development, Spanish, Literacy, 2-Gen Approach | Adult | 130 |
| The Next Step/El Próximo Paso PCS | 1 | GED Preparation; English as a Second Language; Dual College Enrollment; Day and Evening Options; Transportation and Child Care Assistance | Adult | 379 |
| YouthBuild PCS | 1 | English as a Second Language; Construction Education; Dual College Enrollment | Adult | 122 |

## Existing Schools Opening New Campuses in SY 2019 – 20

| SCHOOL NAME | WARD | PROGRAM TYPE | GRADES |
|---|---|---|---|
| *Friendship PCS – Armstrong Middle | 5 | Reggio Emilia-Inspired Learning Center | 4 – 8 |
| *Friendship PCS – Ideal Elementary | 4 | Holistic Educational Development, Spanish Classes | PK – 3 |
| *Friendship PCS – Ideal Middle | 4 | Holistic Educational Development, Spanish Classes | 4 – 8 |
| *KIPP DC PCS – Honor Academy | 8 | College Preparatory Education Through a Collaborative Environment | 4 – 8 |
| *KIPP DC PCS – Somerset College Preparatory | 8 | College Preparatory Education | 9 – 12 |
| Lee Montessori PCS – East End | 8 | Montessori | PK3 – PK4 |
| Mundo Verde Bilingual PCS – 4401 8th St. NE Campus | 5 | Dual Language; Expeditionary Learning; Education for Sustainability Focus | PK – K |

*These schools will educate students from a closing public charter school.

**"When I wake up in the morning, the first thing I think about my school is kindness. It's important to be kind, so that people can be safe...and love their school."**

– Adonis | Latin American Montessori Bilingual PCS

"I want to make a difference because in our culture they stereotype trans people...So I said, 'If I become a trans woman, I have to become an example for the other generations....' I want to inspire them by doing my best."
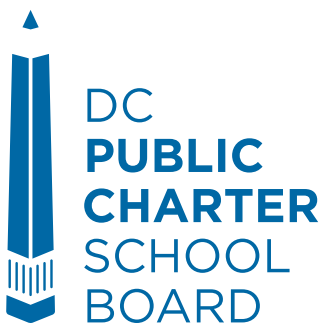
– Alyen | Carlos Rosario International PCS

Don Soifer served on the DC PCSB Board from 2011 to 2019.  Soifer was awarded our highest honor, DC PCSB's Award for Exceptional Board Service. From left to right: Rick Cruz, Chairman of the Board; Don Soifer; and Scott Pearson, Executive Director.



Since 2012, Naomi Rubin DeVeaux has served as our deputy director.
The Board awarded her with our Distinguished Service Award.