



2012-13 Charter Review Report

Center City Public Charter School

Fifth Year Review

July 24, 2013

DC Public Charter School Board
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RECOMMENDATION

DC Public Charter School Board (“PCSB”) staff recommends Center City Public Charter School’s (“Center City PCS”) charter be continued based on the school’s overall academic, compliance, and fiscal performance.

INTRODUCTION

Center City PCS began operating in 2008 under the authority of PCSB, after converting from operating as Catholic schools, and is currently in its fifth year of operation as a charter school. It initially operated seven charter school campuses, and voluntarily closed its Brentwood campus at the end of the 2008-09 school year due to low enrollment.

Campus	Ward	Year Converted to Public Charter School	Grades Served	2012-13 Student Enrollment	2010-11 PMF Results	2011-12 PMF Results
Brightwood	4	2008-09	PK4-8	238	45.2% (Tier 2) Met 4 of 7 early childhood targets	67.8% (Tier 1) Met 3 of 6 early childhood targets
Capitol Hill	6	2008-09	PK4-8	230	52.5% (Tier 2) Met 6 of 7 early childhood targets	59.5% (Tier 2) Met 5 of 6 early childhood targets
Congress Heights	8	2008-09	PK4-8	254	26.5% (Tier 3) Met 4 of 7 early childhood targets	37% (Tier 2) Met 4 of 6 early childhood targets
Petworth	4	2008-09	PK4-8	235	70% (Tier 1) Met 2 of 7 early childhood targets	69.3% (Tier 1) Met 4 of 6 early childhood targets
Shaw	2	2008-09	PK4-8	218	46.9% (Tier 2) Met 4 of 7 early childhood targets	50.4% (Tier 2) Met 5 of 6 early childhood targets
Trinidad	5	2008-09	PK4-8	230	69.1% (Tier 1) Met 4 of 7 early childhood targets	61.1% (Tier 2) Met 5 of 6 early childhood targets

This year, PCSB conducted a five-year review of Center City PCS as required by the School Reform Act (“SRA”),¹ and has determined that the school has fully met five goals and expectations, partially met two

¹ SRA §38-1802.12 (a)(3).

others, and did not meet three goals. There was insufficient evidence to determine whether the school had met the remaining two goals. The following report details this finding, and also assesses Center City PCS' legal compliance and fiscal management over the course of its charter.

As a Local Education Agency ("LEA"), Center City PCS' Performance Management Framework ("PMF") performance is impressive, with two of its campuses having achieved Tier 1 status in 2011-12. However, its academic performance concerns PCSB. Indeed, as detailed in this report, the school did not meet its proficiency goals related to reading, mathematics, and science. Additionally, the LEA's reading and mathematics proficiency rates are both below the District of Columbia average. However, PCSB also recognizes the LEA's upward trends in mathematics and science proficiency since 2008-09, as well as that its reading and mathematics median growth percentiles were over 50% in 2011-12.

As such, PCSB finds that Center City PCS has met the standards for charter continuance for this five-year review, but notes that it is imperative that these proficiency rates continue to improve. Additionally, Center City PCS' Congress Heights campus, which has a significantly lower PMF score than the other Center City PCS campuses, must improve its performance to a level equal to that of the rest of the LEA.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of this review, PCSB considers those goals and expectations detailed in a school’s charter agreement, any subsequent charter amendments, and/or accountability plans (collectively, the “Charter”).

Center City PCS detailed thirteen goals in its charter application, twelve of which are included in the chart below.² Center City PCS has fully met five goals and expectations, partially met two others, and did not meet three goals. There was insufficient evidence to determine whether the school had met the remaining two goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Students will read and comprehend grade-level appropriate text in the core content areas.	No
2	Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Partially
3	Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	No
4	Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	No
5	Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	Insufficient Evidence
6	Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.	Partially
7	Campuses will be thriving communities of respectful and responsible learners.	Yes
8	Students will perform regular and reflective community service consistent with the core values.	Insufficient Evidence
9	Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	Yes
10	Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	Yes
11	Principals and academic deans will be instructional leaders.	Yes
12	Campuses will provide a safe and healthy environment that is conducive to learning.	Yes

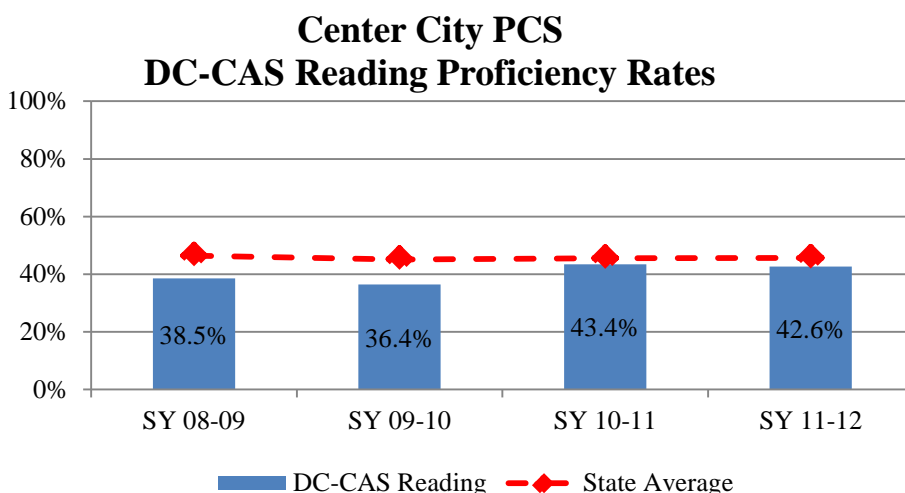
² See Center City PCS Charter Application, included in this document as Appendix A. The goal relating to the school’s Board of Trustees is not included in this section. This goal is, “the CCPCS Board will provide effective policy guidance, governance, and support to school leaders.”

1. Students will read and comprehend grade-level appropriate text in the core content areas.

Assessment: **Center City PCS has not met this goal.** As a local education agency (“LEA”), the school’s reading proficiency rate is below the state sector average. Four of six of the Center City PCS campuses performed below the state reading proficiency rate in 2011-12 as well. As such, Center City PCS has not met this goal. However, the LEA’s reading proficiency rate has improved since 2008-09, with four of its six campuses’ reading proficiency rates improving over time. Significantly, in 2011-12 every Center City PCS has a reading median growth percentile (“MGP”) over 50%, and as an LEA, its reading MGP is 56.5%, indicating that, on average, Center City PCS students grew at the same rate or more than other DC students with comparable starting scores.

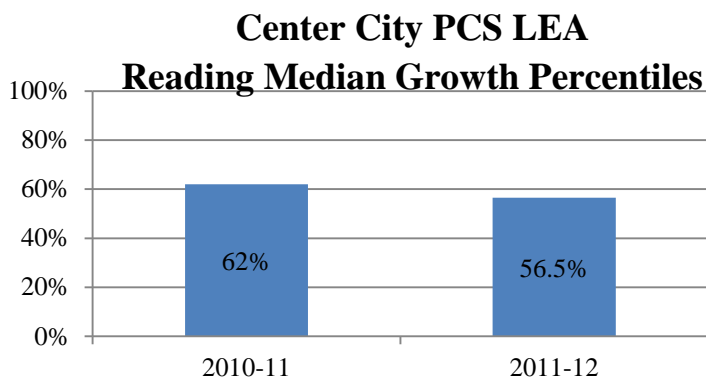
DC-CAS Proficiency and Growth

Center City PCS’ LEA reading proficiency rates were below the state average for the past four years.



Source: OSSE

The below graph represents Center City PCS’ LEA MGP in reading, which is the median of its students’ individual student growth percentiles. In 2010-11 and 2011-12, on average, Center City PCS students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

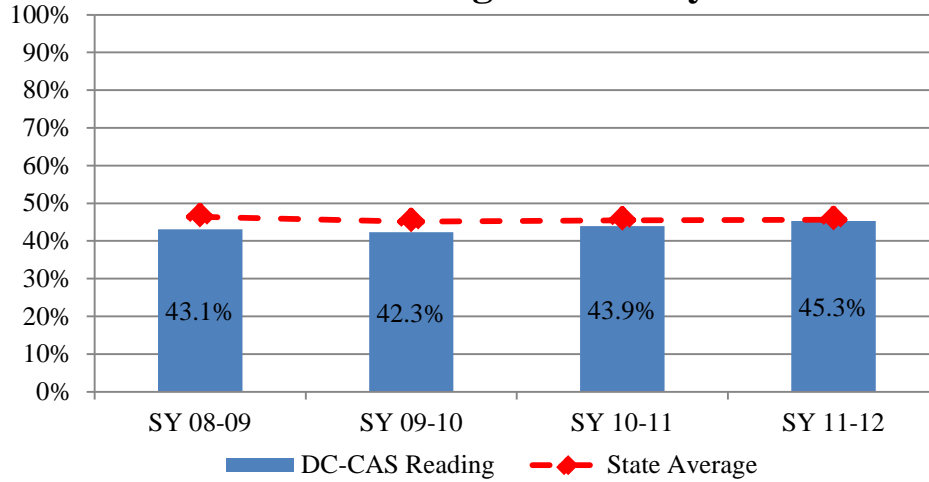


Source: PMF

Center City PCS – Brightwood

Center City PCS – Brightwood’s reading proficiency rate has been below the state average since 2008-09.

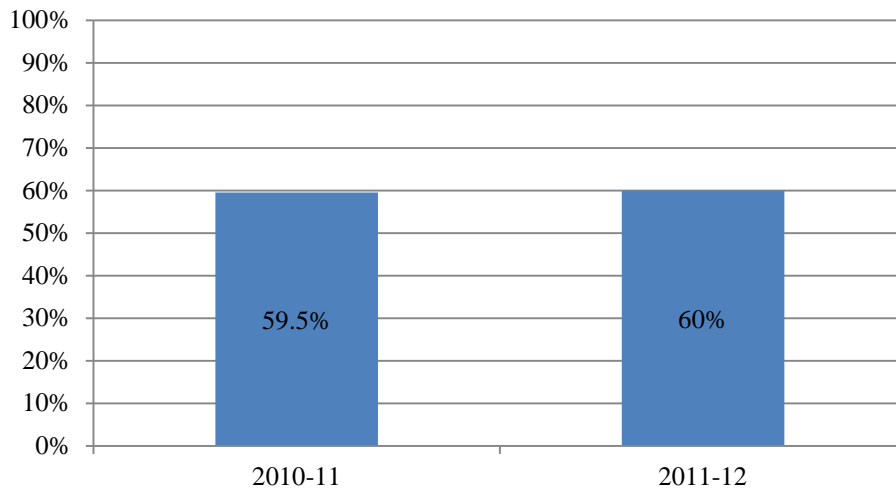
Center City PCS - Brightwood DC-CAS Reading Proficiency Rates



Source: OSSE

The below graph represents Center City PCS – Brightwood’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Brightwood students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Brightwood Reading Median Growth Percentiles



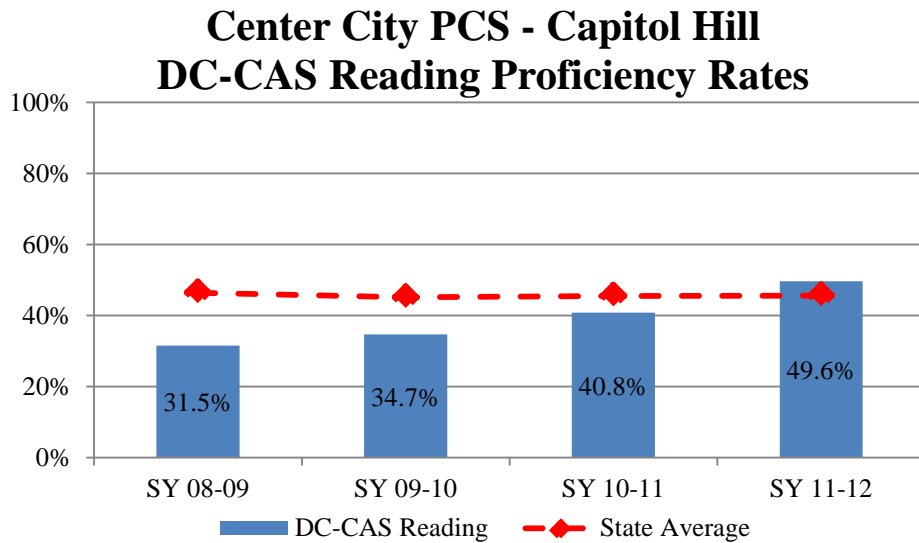
Source: PMF

Center City PCS – Brightwood has met two of its early childhood targets related to this goal over the past two years, and not met four of these targets.

Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 50%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 56% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 83% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	No Students increased their score by an average of 13.7 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 5.6 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 81.8% of students scored low-risk.

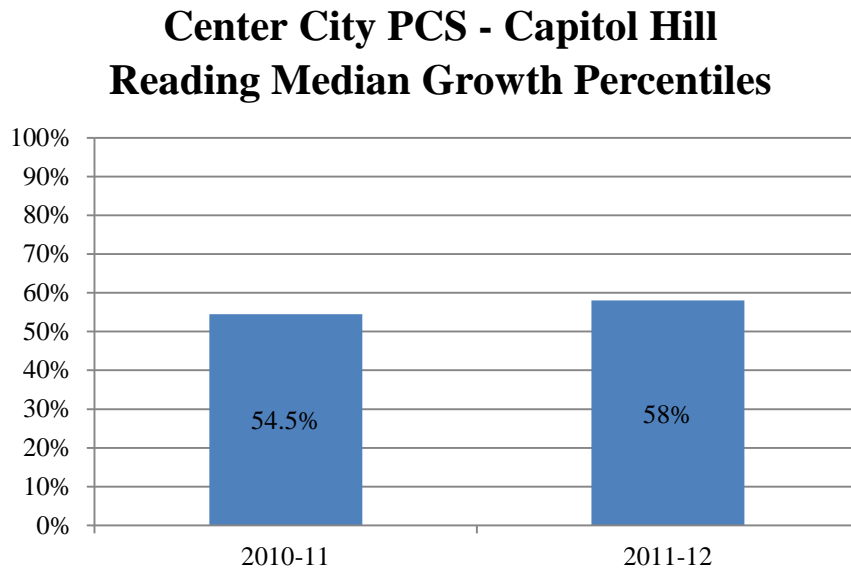
Center City PCS – Capitol Hill

Center City PCS – Capitol Hill’s reading proficiency has grown every year since 2008-09, and exceeded the state average in reading in 2011-12.



Source: OSSE

The below graph represents Center City PCS – Capitol Hill’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Capitol Hill students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



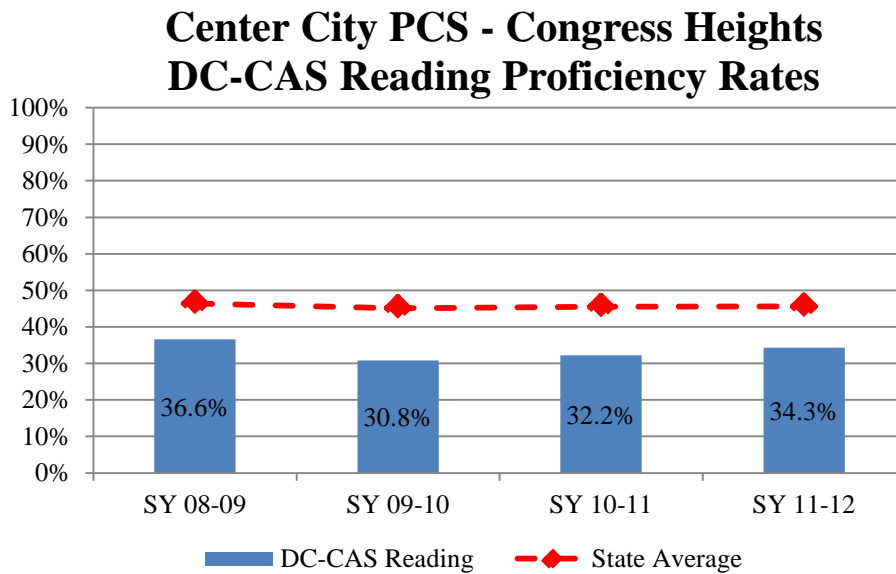
Source: PMF

Center City PCS – Capitol Hill has met five of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Capitol Hill Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 64%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 54% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 100% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 16.6 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 5.8 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 87.1% of students scored low-risk.

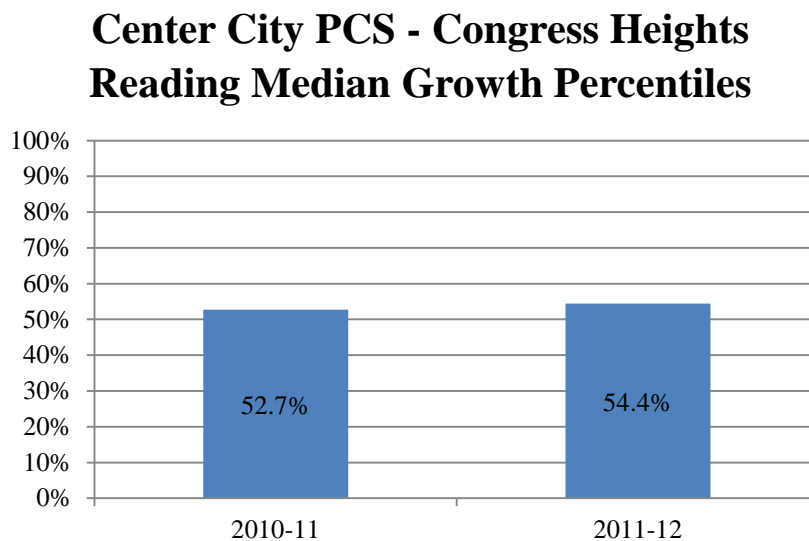
Center City PCS – Congress Heights

Center City PCS – Congress Heights’ reading proficiency rate has been below the state average since 2008-09, and has grown since 2009-10.



Source: OSSE

The below graph represents Center City PCS – Congress Height’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Congress Heights students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



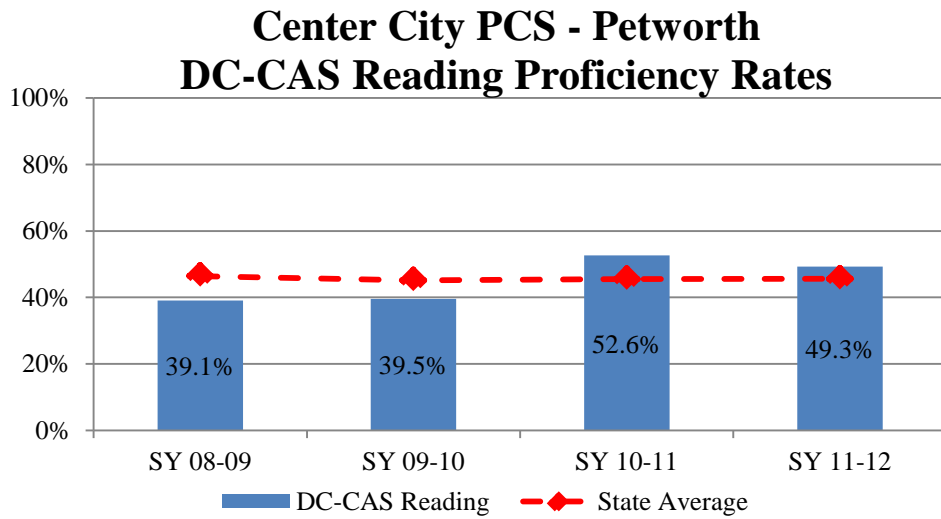
Source: PMF

Center City PCS – Congress Heights has met five of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Congress Heights Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 45%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 72% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 95% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 16.8 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 7 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 86.1% of students scored low-risk.

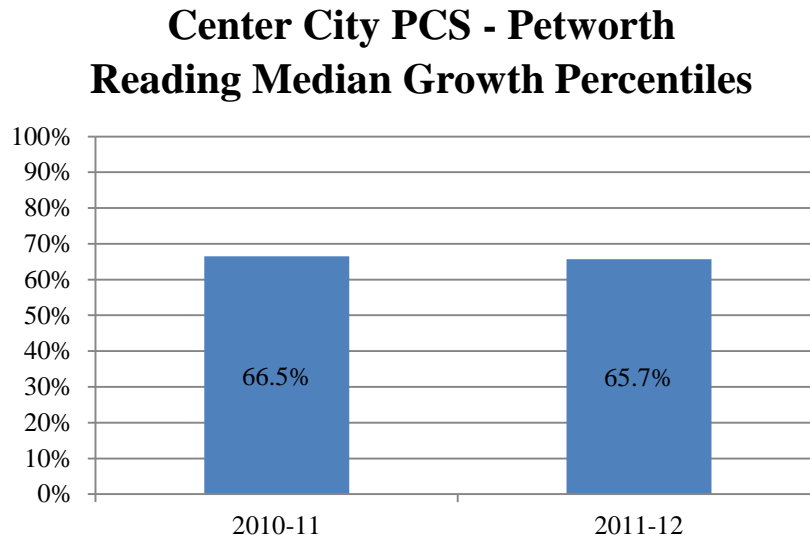
Center City PCS – Petworth

Center City PCS – Petworth’s reading proficiency rate exceeded the state average in the past two academic years.



Source: OSSE

The below graph represents Center City PCS – Petworth’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Petworth students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



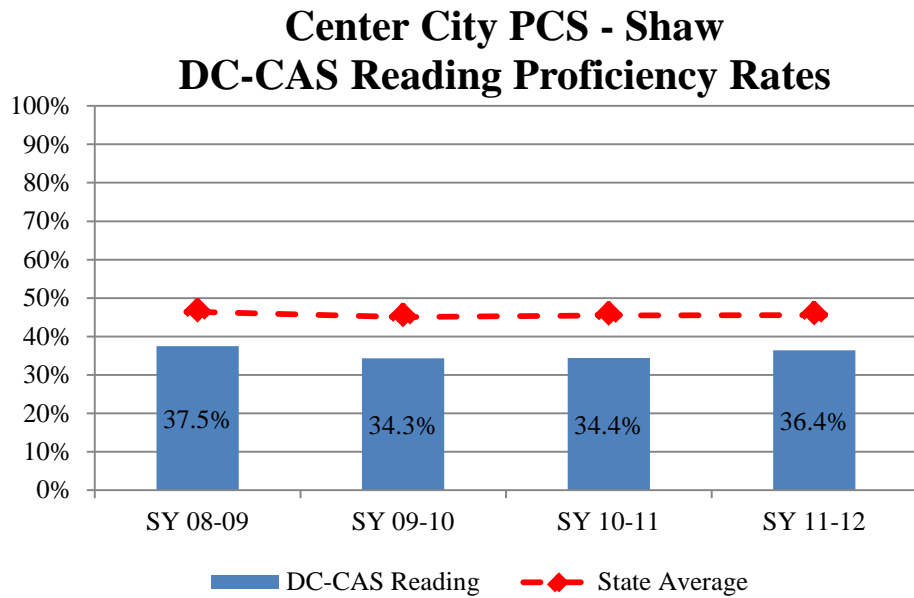
Source: PMF

Center City PCS – Petworth has met two of its early childhood targets related to this goal over the past two years, and not met four of these targets.

Center City PCS – Petworth Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 70%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 38% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 83% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 19.3 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 7.3 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 78.3% of students scored low-risk.

Center City PCS – Shaw

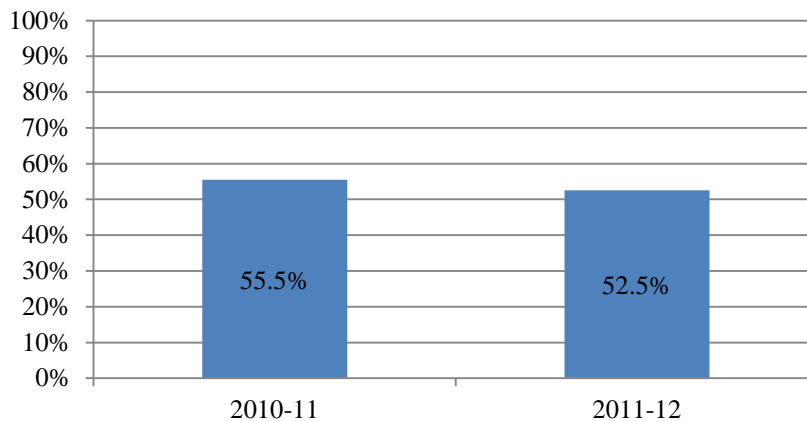
Center City PCS – Shaw’s reading proficiency rate has been below the state average since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Shaw’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Shaw students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Shaw Reading Median Growth Percentiles



Source: PMF

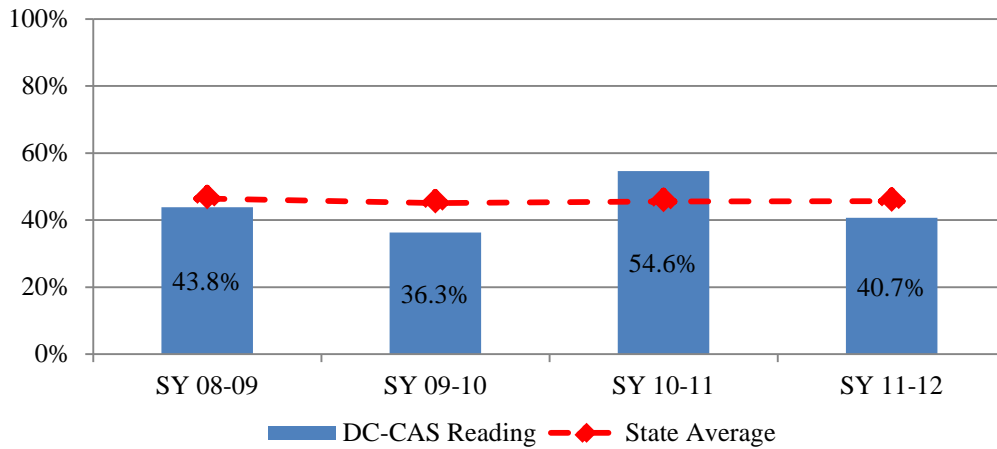
Center City PCS – Shaw has met four of its early childhood targets related to this goal over the past two years, and not met two of these targets.

Center City PCS – Shaw Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 58%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 67% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 78% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 20.2 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 3.6 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 85.5% of students scored low-risk.

Center City PCS – Trinidad

Center City PCS – Trinidad’s reading proficiency rate was above the state average in 2010-11, but declined by 13.9 percentage points in 2011-12.

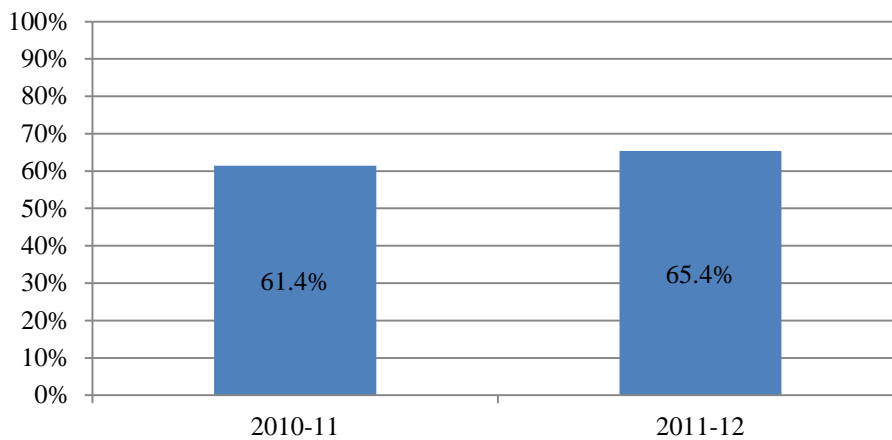
**Center City PCS - Trinidad
DC-CAS Reading Proficiency Rates**



Source: OSSE

The below graph represents Center City PCS – Trinidad’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Trinidad students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

**Center City PCS - Trinidad
Reading Median Growth Percentiles**



Source: PMF

Center City PCS – Trinidad has met three of its early childhood targets related to this goal over the past two years, and not met three of these targets.

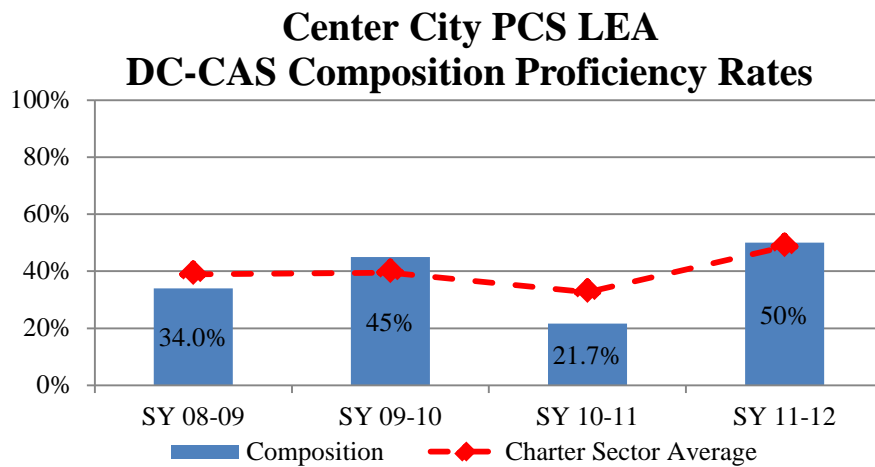
Center City PCS – Trinidad Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 50%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 46% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 95% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 15.2 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 3.9 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 87.7% of students scored low-risk.

2. Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.

Assessment: **Center City PCS has partially met this goal.** As an LEA, Center City PCS exceeded the charter sector composition proficiency rate for two of the past four years. Three of six campuses exceeded this rate in 2011-12, with four of six campuses showing improvement since 2008-09.

DC-CAS Composition Proficiency

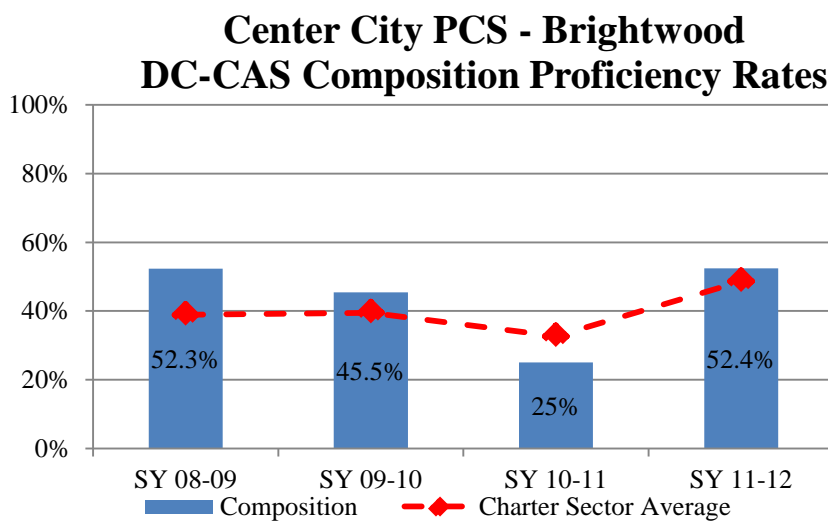
Center City PCS’ LEA proficiency rate on the DC-CAS composition assessment exceeded the charter sector average in two of the previous four years.



Source: OSSE

Center City PCS – Brightwood

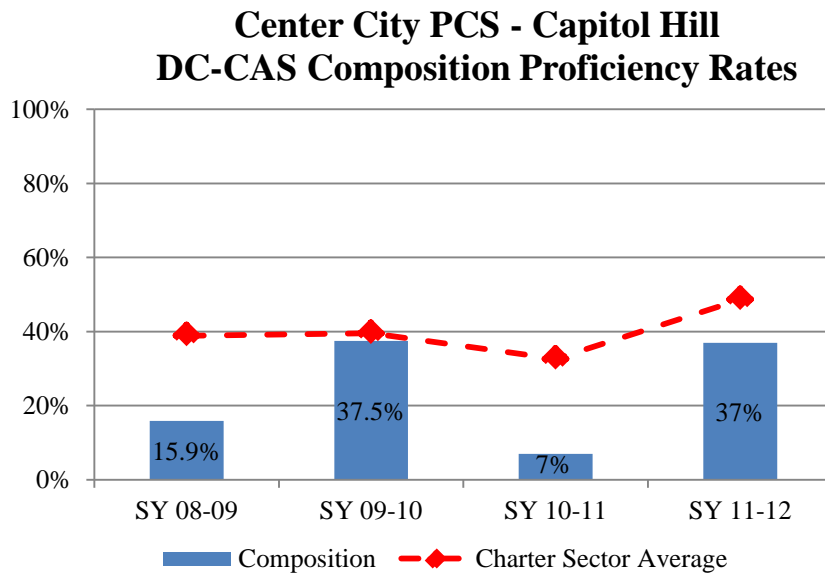
Center City PCS – Brightwood’s composition proficiency rate exceeded the charter sector average in three of the previous four years, and increased by 27.4 percentage points from 2010-11 to 2011-12.



Source: OSSE

Center City PCS – Capitol Hill

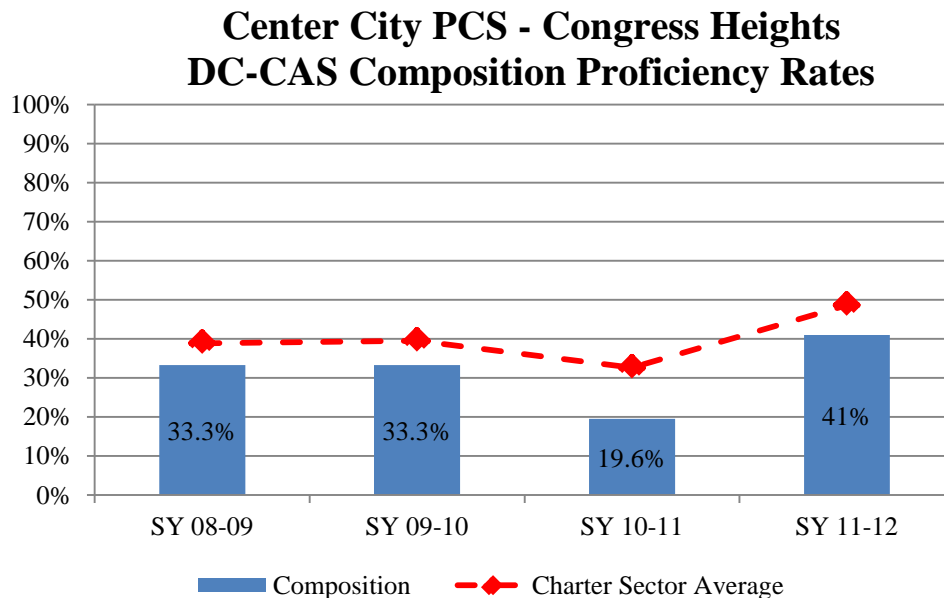
Center City PCS – Capitol Hill’s composition proficiency rate has been below the charter sector average since 2008-09. However, this rate increased by 30 percentage points from 2010-11 and 2011-12.



Source: OSSE

Center City PCS – Congress Heights

Center City PCS – Congress Height’s composition proficiency rate has been below the charter sector average since 2008-09. However, this rate increased by 16 percentage points from 2010-11 and 2011-12.

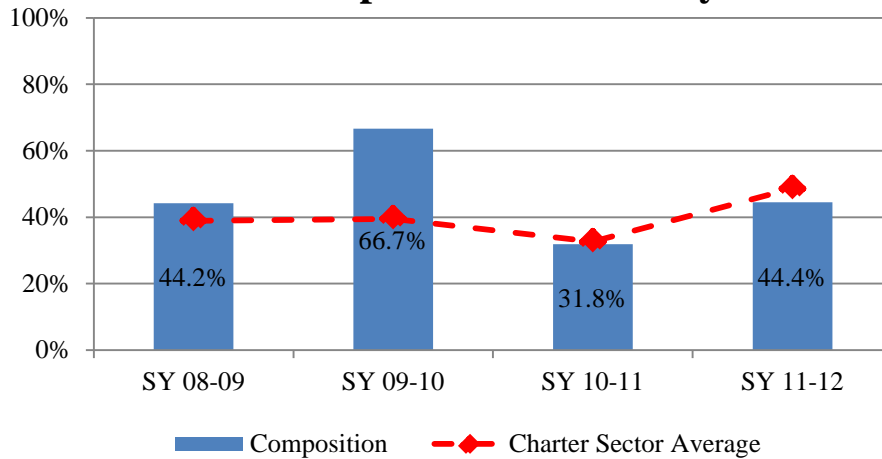


Source: OSSE

Center City PCS – Petworth

Center City PCS – Petworth’s composition proficiency rate exceeded the charter sector average in 2008-09 and 2009-10. From 2010-11 to 2011-12 its composition proficiency increased by 12.6 percentage points.

**Center City PCS - Petworth
DC-CAS Composition Proficiency Rates**

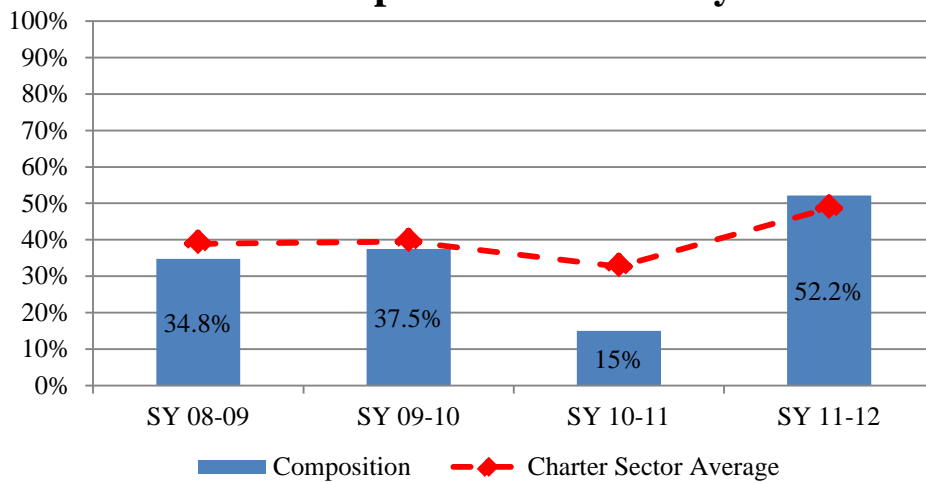


Source: OSSE

Center City PCS – Shaw

Center City PCS – Shaw’s composition proficiency rate was higher than the charter sector average in 2009-10. This proficiency rate increased by 37.2 percentage points from 2010-11 to 2011-12.

**Center City PCS - Shaw
DC-CAS Composition Proficiency Rates**

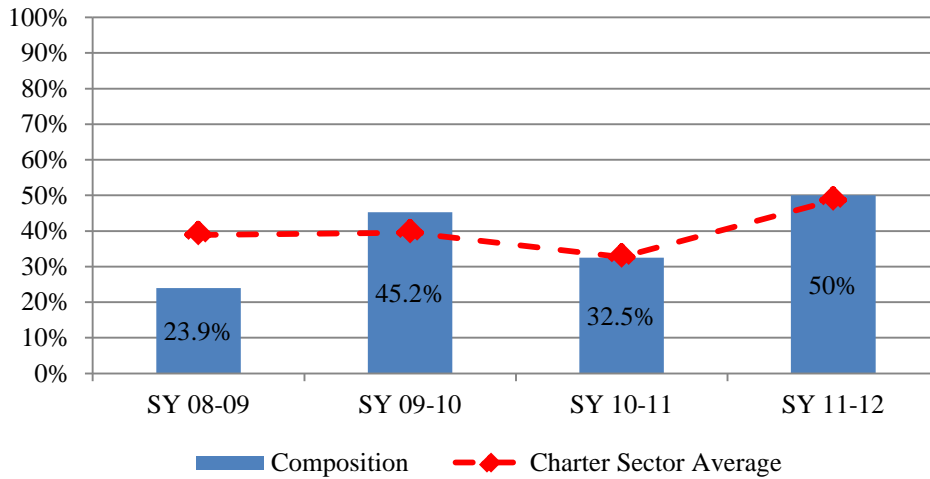


Source: OSSE

Center City PCS – Trinidad

Center City PCS – Trinidad’s composition proficiency rate exceeded the charter sector average in 2009-10 and 2011-12. This rate increased by 17.5 percentage points from 2010-11 to 2011-12.

**Center City PCS - Trinidad
DC-CAS Composition Proficiency Rates**



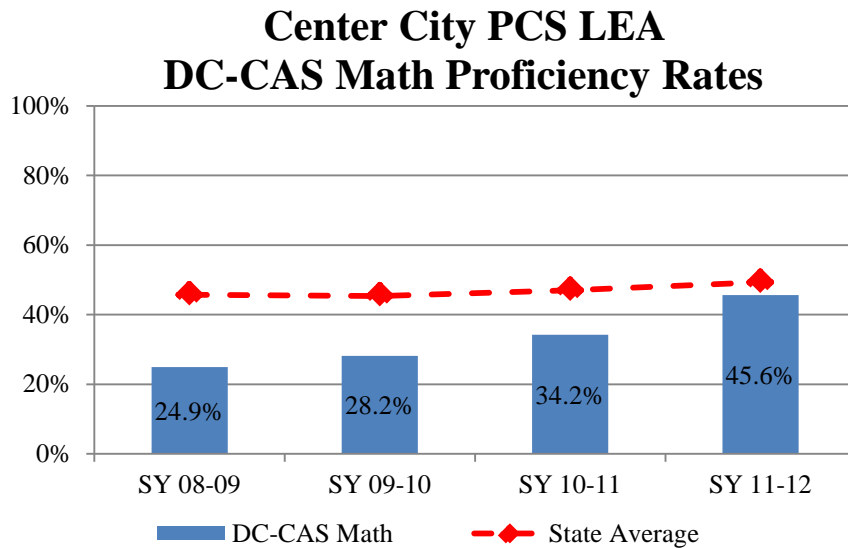
Source: OSSE

3. Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.

Assessment: **Center City PCS has not met this goal.** As an LEA, the school’s math proficiency rate is below the charter sector average. Four of six of the Center City PCS campuses performed below this rate as well in 2011-12. As such, Center City PCS has not met this goal. However, the LEA, and each of its campuses, has improved math proficiency rates since 2008-09. Significantly, every Center City PCS has a MGP of over 50%, and as an LEA, its reading MGP is 61%, indicating that, on average, Center City PCS students grew at the same rate or more than other DC students with comparable starting scores.

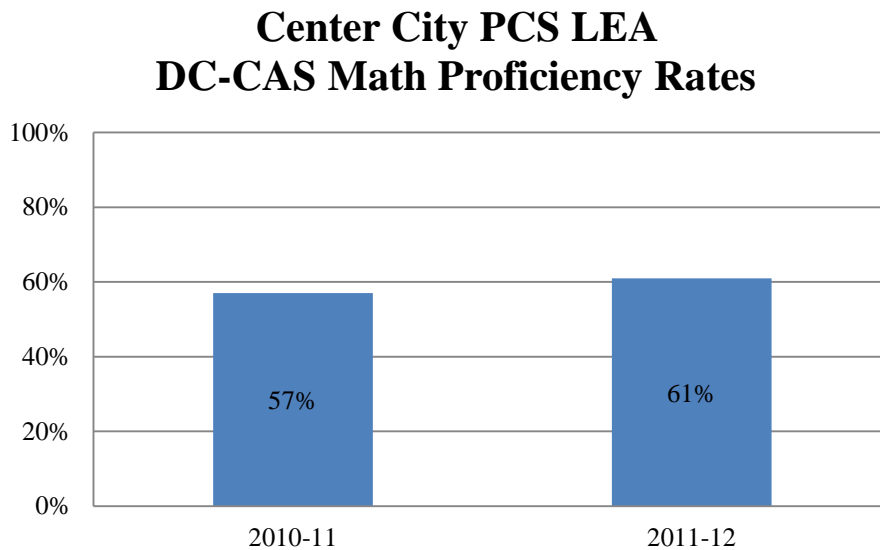
DC-CAS Proficiency and Growth

Center City PCS’ LEA math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased each year.



Source: OSSE

The below graph represents Center City PCS’ LEA math MGP. In 2010-11 and 2011-12, on average, Center City PCS students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

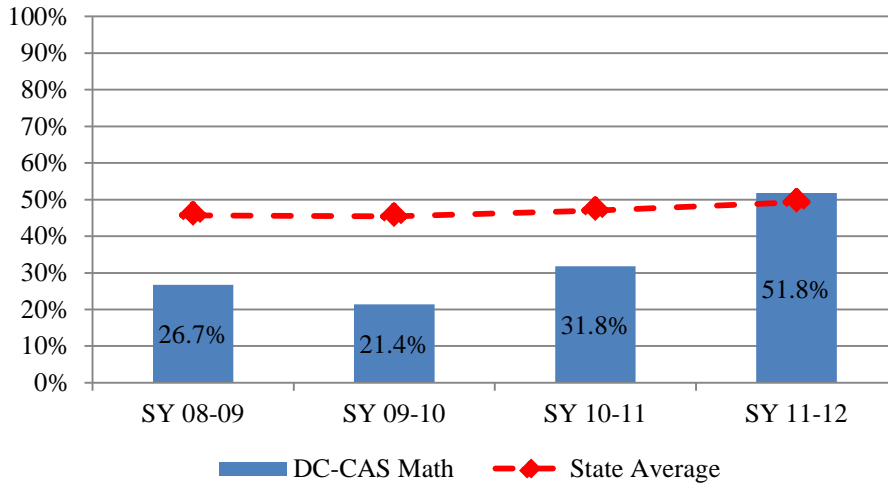


Source: PMF

Center City PCS – Brightwood

Center City PCS – Brightwood’s math proficiency rate has increased since 2009-10 and exceeded the charter sector rate in 2011-12.

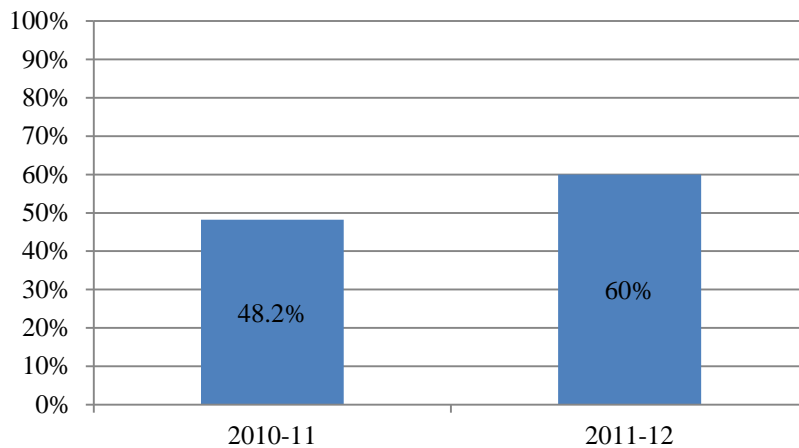
Center City PCS - Brightwood DC-CAS Math Proficiency Rates



Source: OSSE

The below graph represents Center City PCS – Brightwood’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Brightwood students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Brightwood Math Median Growth Percentiles



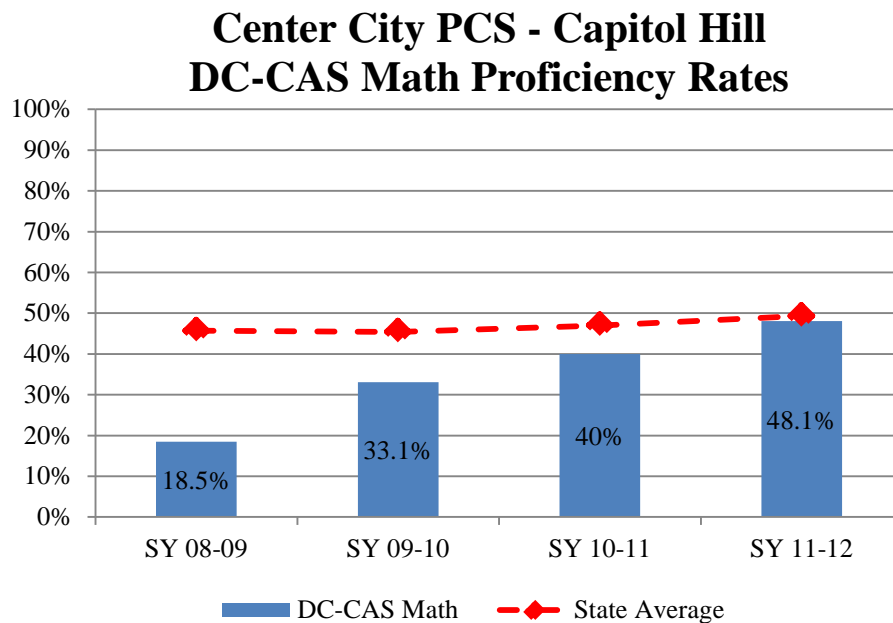
Source: PMF

Center City PCS – Brightwood has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	<p align="center">Yes</p> <p align="center">The number of students scoring at or above the 50th percentile increased by 175%.</p>
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	<p align="center">No</p> <p align="center">Students increased their score by an average of 9 points.</p>

Center City PCS – Capitol Hill

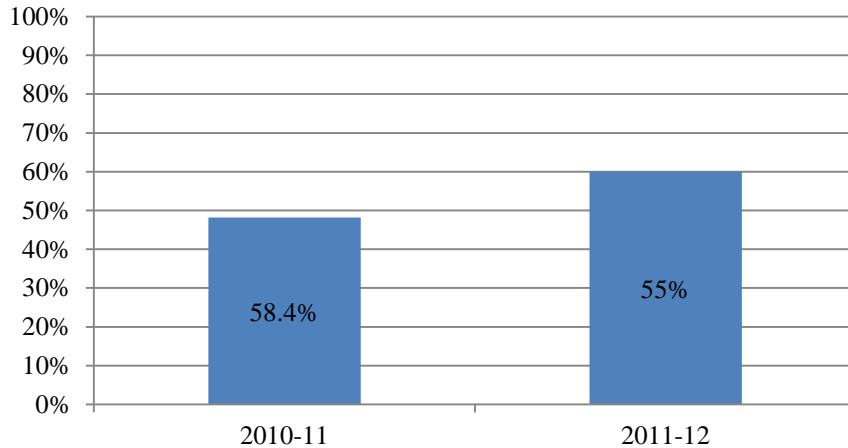
Center City PCS – Capitol Hill’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Capitol Hill’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Capitol Hill students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Capitol Hill Math Median Growth Percentiles



Source: PMF

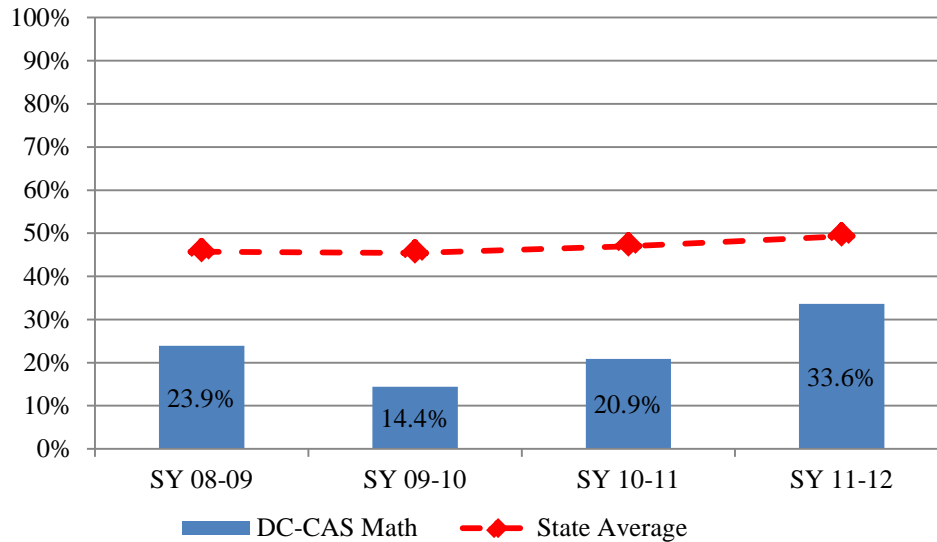
Center City PCS – Capitol Hill has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Capitol Hill Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 177%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.4 points.

Center City PCS – Congress Heights

Center City PCS – Congress Heights’ math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2009-10.

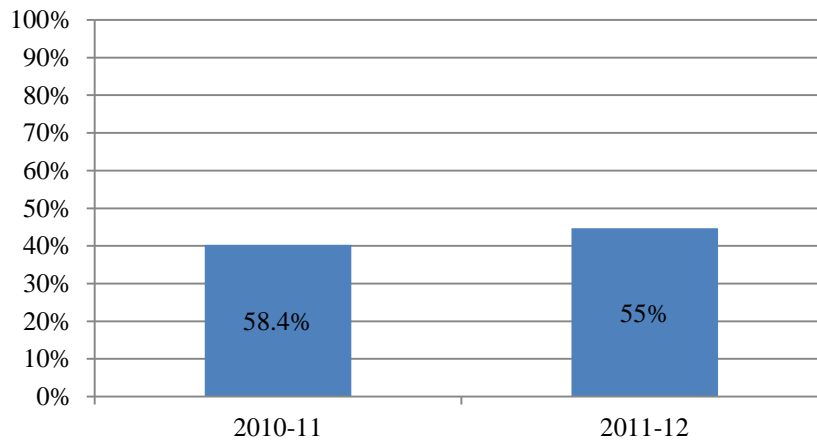
Center City PCS - Congress Heights DC-CAS Math Proficiency Rates



Source: OSSE

The below graph represents Center City PCS – Congress Height’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Congress Heights students grew at a lower rate than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Congress Heights Math Median Growth Percentiles



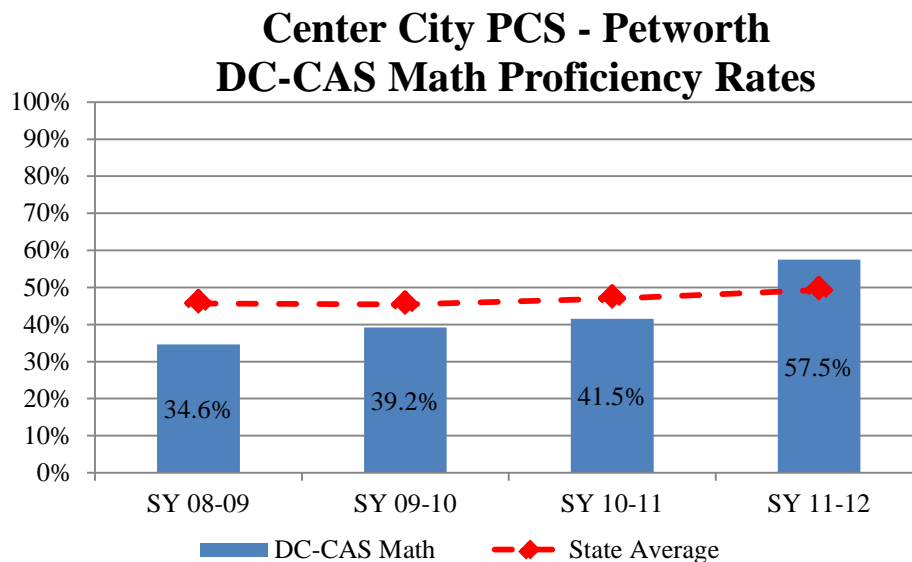
Source: PMF

Center City PCS – Congress Heights has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Congress Heights Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 146%. (results unavailable for 2nd grade)
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 8.8 points.

Center City PCS – Petworth

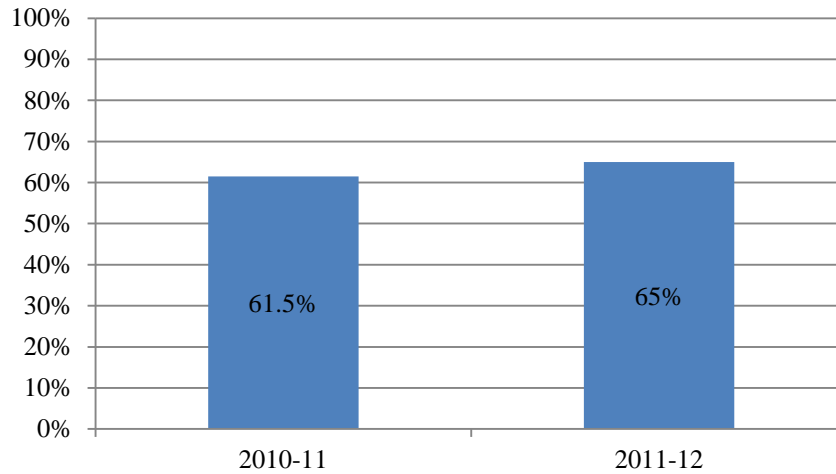
Center City PCS – Petworth’s math proficiency rate has increased every year since 2008-09 and exceeded the state proficiency rate in 2011-12.



Source: OSSE

The below graph represents Center City PCS – Petworth’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Petworth students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Petworth Math Median Growth Percentiles



Source: PMF

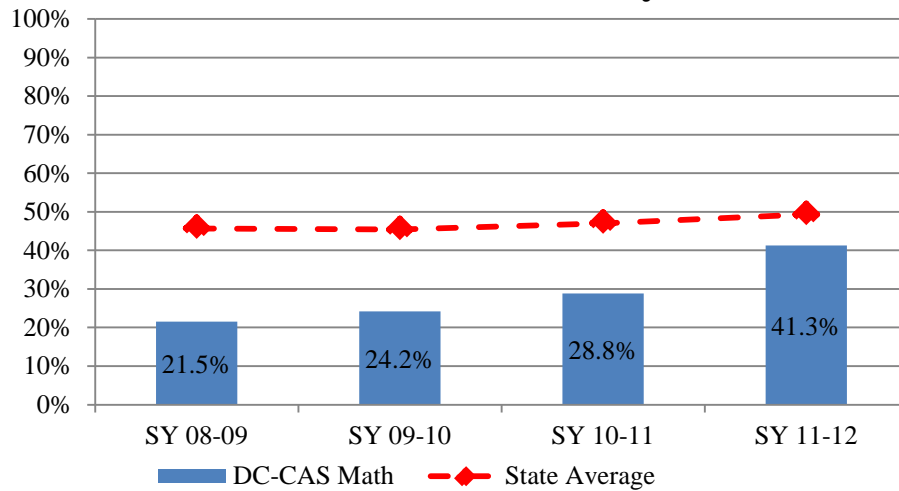
Center City PCS – Petworth did not meet either of the early childhood targets related to this goal over the past two years.

Center City PCS – Petworth Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	No The number of students scoring at or above the 50 th percentile increased by 23%. (results unavailable for kindergarten)
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.5 points.

Center City PCS – Shaw

Center City PCS – Shaw’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.

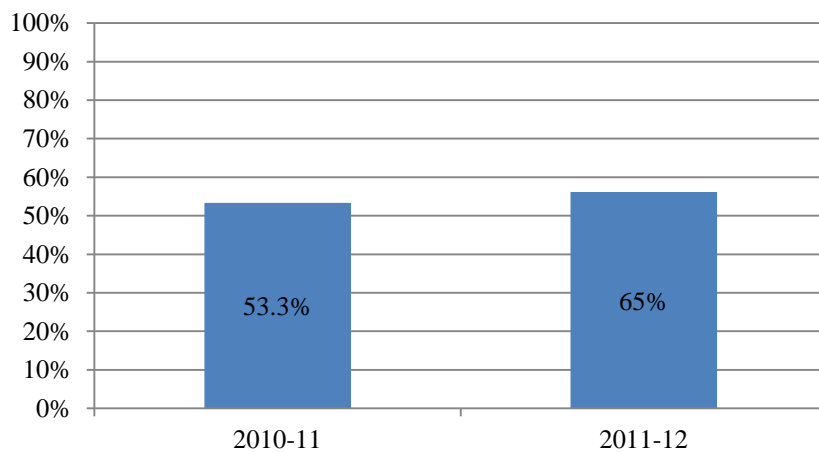
Center City PCS - Shaw DC-CAS Math Proficiency Rates



Source: OSSE

The below graph represents Center City PCS – Shaw’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Shaw students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Shaw Math Median Growth Percentiles



Source: PMF

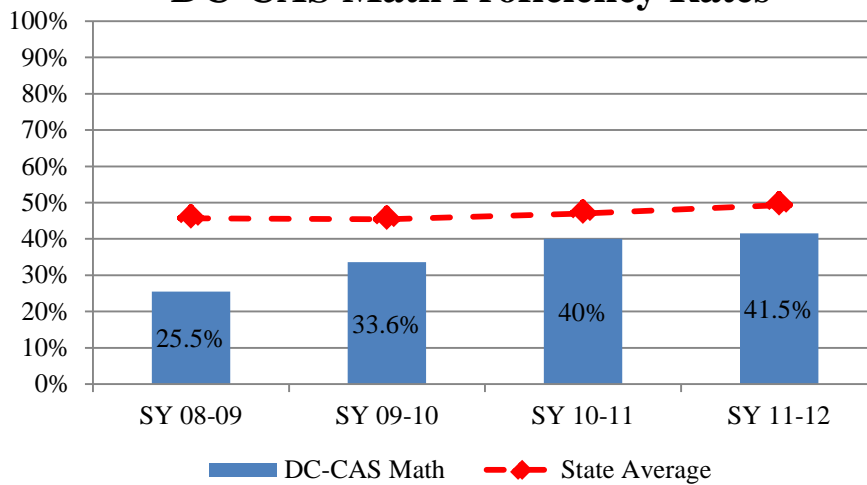
Center City PCS – Shaw has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Shaw Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 150%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.6 points.

Center City PCS – Trinidad

Center City PCS – Trinidad’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.

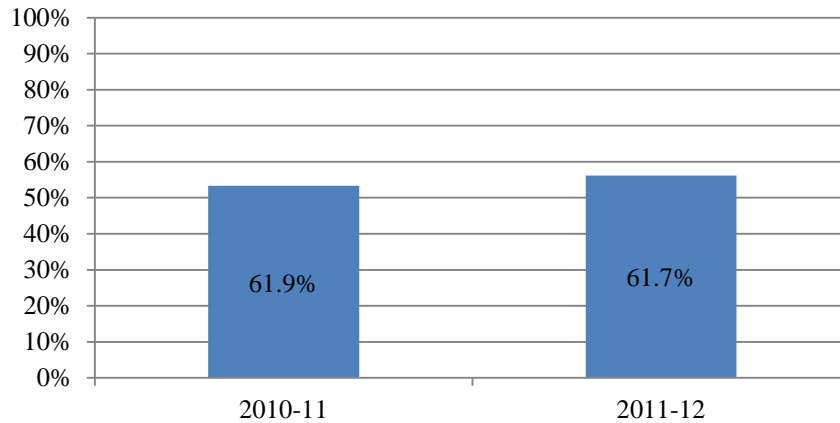
**Center City PCS - Trinidad
DC-CAS Math Proficiency Rates**



Source: OSSE

The below graph represents Center City PCS – Trinidad’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Trinidad students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Trinidad Math Median Growth Percentiles



Source: PMF

Center City PCS – Trinidad has met one of its early childhood targets over the past two years, and not met one of these targets.

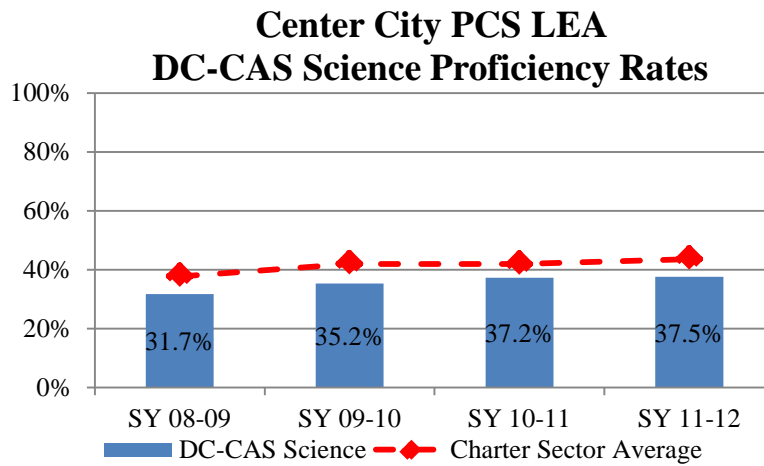
Center City PCS – Trinidad Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 61%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.1 points.

4. Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.

Assessment: **Center City PCS has not met this goal.** As an LEA, the school’s science proficiency rate is below that of the charter sector average. However, this rate has increased every year since 2008-09. Three of six campuses exceeded the charter sector rate in 2011-12, with four of six campuses showing improvement since 2008-09.

DC-CAS Science Proficiency

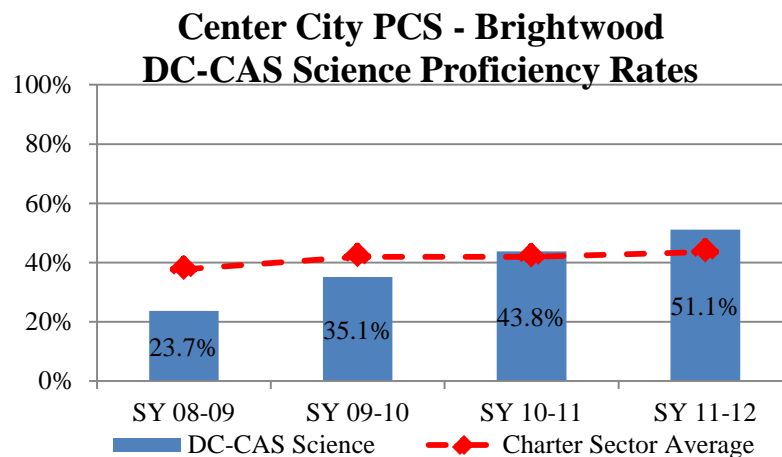
Center City PCS’ LEA science proficiency rates were below the charter sector average for the past four years. However, its science proficiency rate has increased each year since 2008-09.



Source: OSSE

Center City PCS – Brightwood

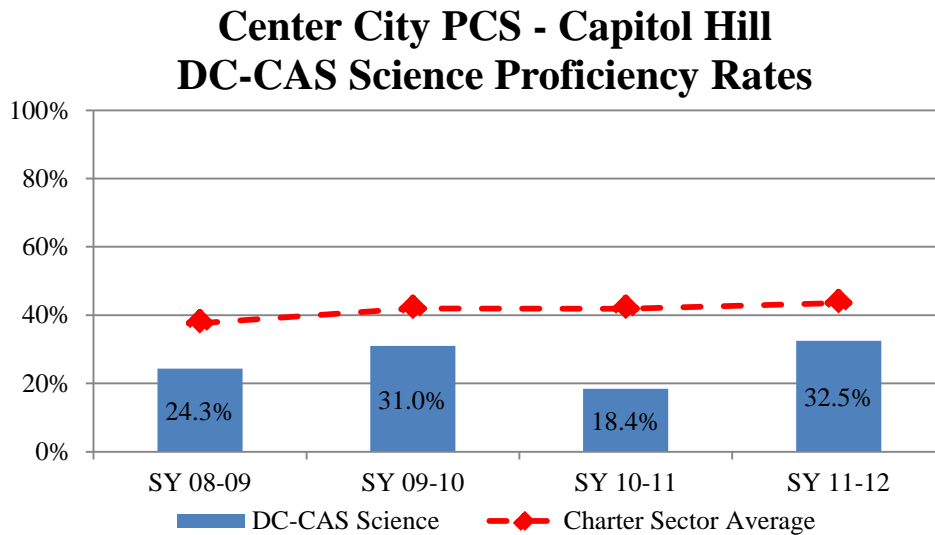
Center City PCS – Brightwood’s science proficiency rate has increased every year since 2008-09, and exceeded the charter sector average in 2010-11 and 2011-12.



Source: OSSE

Center City PCS – Capitol Hill

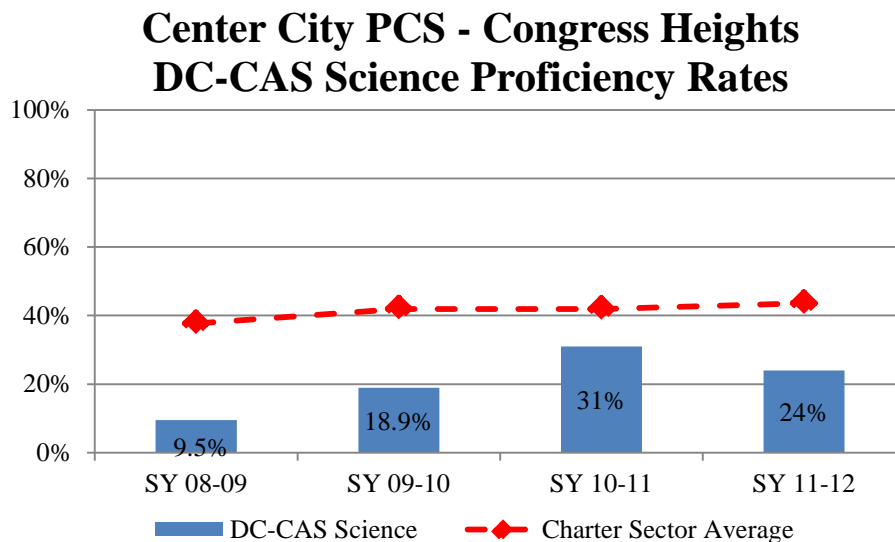
Center City PCS – Capitol Hill’s science proficiency rate has been below the charter sector average since 2008-09. However, its proficiency rate increased by 14.1 percentage points from 2010-11 to 2011-12



Source: OSSE

Center City PCS – Congress Heights

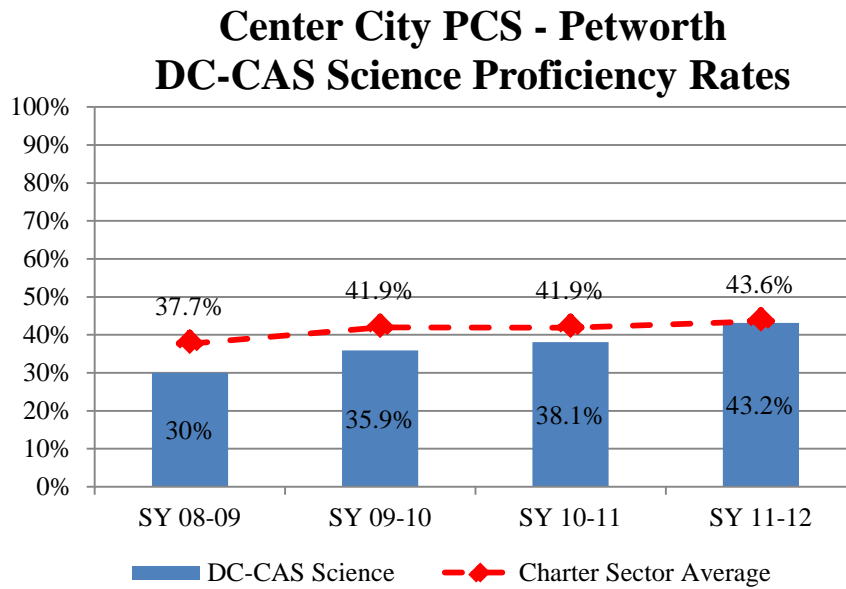
Center City PCS – Congress Heights’ science proficiency rate has been below the charter sector average since 2008-09.



Source: OSSE

Center City PCS – Petworth

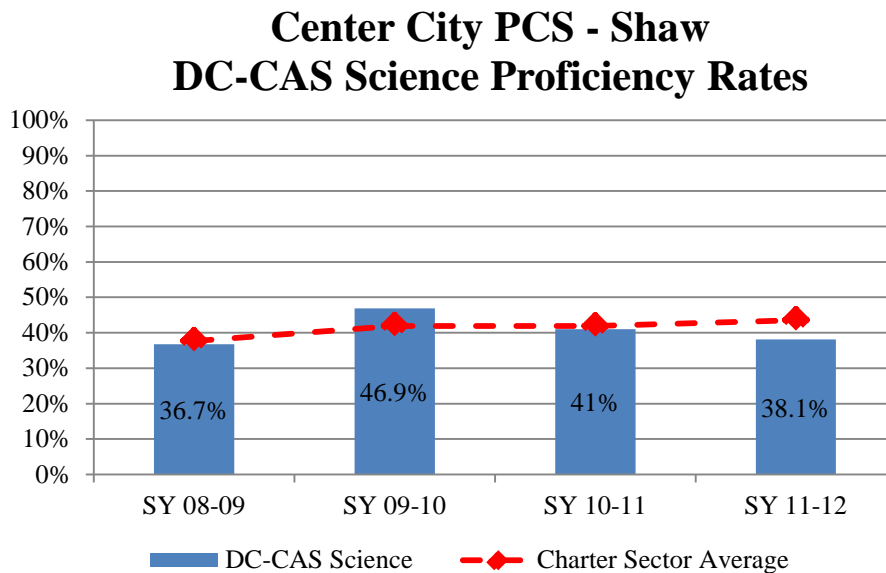
Center City PCS – Petworth’s science proficiency rate has been below the charter sector average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

Center City PCS – Shaw

Center City PCS – Shaw’s science proficiency rate exceeded the charter sector average in 2009-10. However, this rate has decreased since that time.

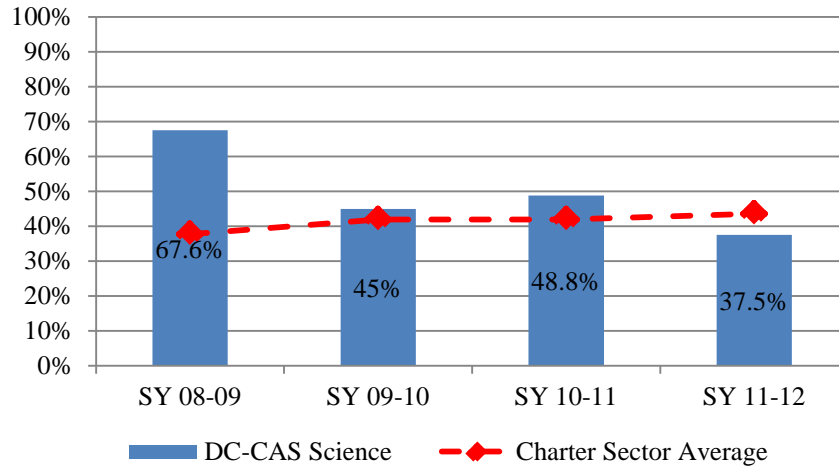


Source: OSSE

Center City PCS – Trinidad

Center City PCS – Trinidad’s science proficiency rate exceeded the charter sector average from 2008-09 to 2010-11, but decreased by 11.3 percentage points from 2010-11 to 2011-12.

**Center City PCS - Trinidad
DC-CAS Science Proficiency Rates**



Source: OSSE

5. Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.

Assessment: **There is insufficient evidence to assess this goal.** While Center City PCS provided one year of performance data, that is insufficient to assess its students’ performance in this area over the course of five years.

For school year 2012-13, Center City PCS reports the following end-of term grades for its students in their social studies classes. These grades have not been validated by PCSB.

Campus	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Brightwood	100%	100%	100%	92%	100%	100%	100%	100%
Capitol Hill	100%	100%	100%	100%	100%	100%	100%	100%
Congress Heights	100%	100%	100%	100%	86%	57%	31%	54%
Petworth	100%	100%	100%	100%	96%	100%	100%	100%
Shaw	100%	100%	100%	100%	100%	100%	100%	100%
Trinidad	100%	100%	100%	100%	100%	92%	100%	100%

6. Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.

Assessment: **Center City PCS has partially met this goal.** Center City PCS eighth grade students have demonstrated mix results in reading and math proficiency on the DC-CAS since 2008-09.

Eighth Grade DC-CAS Proficiency

The table below details Center City PCS eighth grade student proficiency rates in reading and math. Green indicates the proficiency rate exceeds that of the District of Columbia (traditional and charter schools), and red indicates the proficiency rate is below that of the District of Columbia.

Center City PCS 8th Grade Reading Proficiency				
	2008-09	2009-10	2010-11	2011-12
State Average	-	-	50.1% ³	48.6%
Center City LEA	50.8%	57.1%	64.5%	49.1%
Brightwood	47.4%	55.6%	57.1%	37.5%
Capitol Hill	47.1%	47.4%	50%	44.4%
Congress Heights	40.9%	59.1%	71.4%	37.5%
Petworth	55%	66.7%	93.8%	50%
Shaw	41.7%	44.4%	46.7%	50%
Trinidad	75%	63.6%	65%	80%

Center City PCS 8th Grade Math Proficiency				
	2008-09	2009-10	2010-11	2011-12
State Average	-	-	59.3%	57.5%
Center City LEA	41.8%	41.9%	60.6%	60.2%
Brightwood	31.6%	27%	53.3%	50%
Capitol Hill	29.4%	36.8%	42.9%	66.7%
Congress Heights	31.8%	31.8%	28.6%	50%
Petworth	70%	66.7%	93.8%	72.2%
Shaw	37.5%	22.2%	66.7%	59.1%
Trinidad	50%	59.1%	70%	70%

7. Campuses will be thriving communities of respectful and responsible learners.

Assessment: **Center City PCS has met this goal.**

Environment of Respect and Rapport

As part of Qualitative Site Reviews, PCSB observes at least 75% of a campus' classrooms for several

³ See OSSE DC-CAS Results Presentation, slide 12, included in this document as Appendix B.

performance indicators, one of which is “Creating an Environment of Respect and Rapport.” At most Center City PCS campuses, PCSB observers found the majority of classrooms to be proficient in this indicator. While some QSR reports did not detail a percentage, it was noted that students and teachers were generally respectful to each other.⁴

Additional Qualitative Evidence

During Center City PCS’ 2012-13 QSRs, PCSB found the following evidence to support that Center City PCS has met this goal.⁵

Campus	QSR Observation
Brightwood	Seventy-five percent of classrooms observed were proficient or exemplary at creating environments of respect and four-fifths of classrooms were proficient or exemplary at creating a strong culture of learning. Students and teachers used respectful language and treated one another’s contributions to classroom discussion with respect...Nearly all of the classrooms observed had 100% of students engaged in the lesson.
Capitol Hill	The school holds a student led morning gathering where the review team observed students celebrating individual and school-wide accomplishments...The review team also observed a student misbehaving that was told by another student to “behave like a Center City scholar.
Congress Heights	[T]eachers and other school staff demonstrated respectful interactions among themselves and with students. The review team also observed positive interactions among students and between students and adults. [The school’s character education program’s] character traits are posted in hallways, classroom bulletin boards, and embedded in classroom activities. Teachers reported, and the review team observed conversations about behavior and character during morning meetings with the students...
Petworth	Adults and students at the school were respectful of each other. The review team observed teachers demonstrating respect and caring for students and an interest in their lives outside of school. Students were polite to each other as well as to adults. There were no behavioral concerns observed. In class, the review team observed students following directions and they were on task.
Shaw	Approximately 85% of the observed classrooms scored proficient or exemplary in the <i>Framework for Teaching</i> domain of Creating an Environment of Respect and rapport. Teachers addressed students by name and there was polite and respectful interaction between teachers and students. During the QSR visit, administration and staff consistently monitored the hallways and the QSR team observed orderly transitions in common areas.
Trinidad	...[T]he review team observed teachers reference [core values] in the classrooms.

⁴ See Center City Qualitative Site Reports, included in this document as Appendix C.

⁵ See Appendix C.

8. Students will perform regular and reflective community service consistent with the core values.

Assessment: **There is insufficient evidence to assess this goal.** While PCSB found qualitative evidence to support this goal at two of Center City PCS’ campuses in 2011-12, there is not sufficient evidence to support that the school has met this goal as an LEA over the course of five years.

Qualitative Evidence

During Center City PCS’ 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

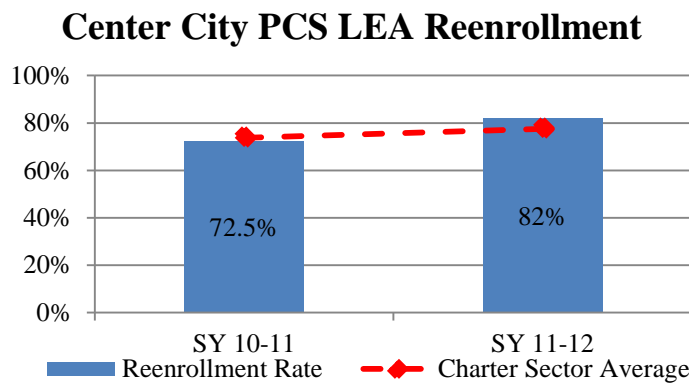
- At the Shaw campus, “the QSR team noted that the school conducts quarterly service projects...some examples of service projects are canned food drive, monitoring younger students, coat drive, Toys-for-Tots, facilitating a Winter Fest, and creating a Santa’s Workshop with stations that students facilitated.”⁶
- At the Trinidad campus, the team observed that “the Center City PCS capstone requirement holds each grade accountable for the completion of a capstone project containing six elements. These elements are: book study, four field trips, journals and interactive notebooks, four service projects, a research project/paper, and reflection. Every Friday during capstone time, each grade has a different project to work on towards their capstone.”⁷

9. Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.

Assessment: **Center City PCS has met this goal.**

Reenrollment

Center City PCS’ LEA reenrollment rate exceeded the sector average in 2011-12.

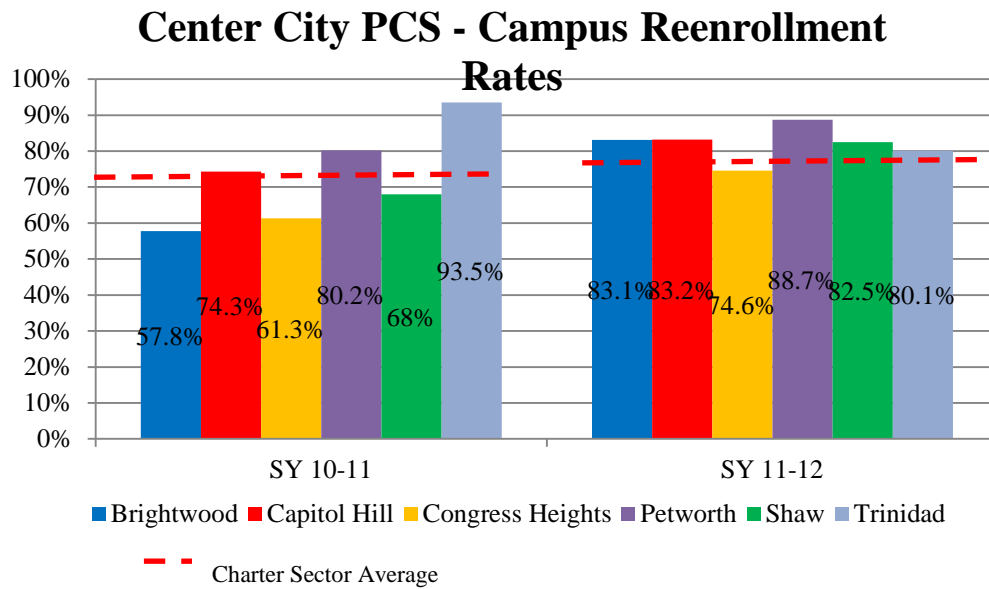


Source: PMF

⁶ See Appendix C.

⁷ See Appendix C.

On a campus level, three of Center City PCS’ six campuses (Capitol Hill, Petworth, and Trinidad) exceeded the charter sector reenrollment rate in 2010-11. In 2011-12, every Center City PCS campus, except for its Congress Heights campus, exceeded the charter sector reenrollment rate.



Source: PMF

Qualitative Evidence

During Center City PCS’ 2012-13 QSRs, the PCSB review team attended two parent events, and observed that they were both well attended.

- “At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event...parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school.”⁸
- At another event, “parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.”⁹

⁸ See Appendix C.

⁹ See Appendix C.

10. Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.

Assessment: **Center City PCS has met this goal.**

Professional Development

Center City PCS provided its LEA professional development calendars from 2008-09 to the present, which supported that it provides ongoing professional development opportunities to its teachers.¹⁰

Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

- At the Congress Heights campus, “teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address campus-specific needs. The teachers reported they share knowledge and skills with each other during time set aside for Professional Learning Communities.”¹¹
- At the Petworth campus, the team observed that “district-wide professional development is offered every Friday afternoon and campus specific professional development is scheduled weekly. Teachers indicated that they also participate in online professional development modules that address individual needs.”¹²
- At the Trinidad campus, “conversations with administrators revealed that leadership is also focused on teachers’ individual needs when observing and working with the teachers. The observation team noted that the leadership team is working with teachers daily to observe, give feedback, and model lessons. On both visit days, the QSR team saw the principal and academic deans observing teachers and modeling for specific teachers. The teachers stated that the leadership is constantly working with the teachers to help them improve their teaching.”¹³

¹⁰ See Center City PCS professional development calendars, included in this document as Appendix D.

¹¹ See Appendix C.

¹² See Appendix C.

¹³ See Appendix C.

11. Principals and academic deans will be instructional leaders.

Assessment: **Center City PCS has met this goal.**

Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

- At the Brightwood campus, the team observed that “the leadership team is assigned weekly observation schedules and provides regular feedback to teachers on their individual caseloads. During the site visit, the QSR team observed several teachers being observed by the principal and academic deans...the academic deans also teach intervention blocks to ensure that all students are receiving appropriate individualized instruction, including more challenging material for gifted students.”¹⁴
- At the Congress Heights campus, “during the focus groups, administrators and teachers reported that the principal and academic dean monitor instruction and give meaningful, timely feedback. They also reported that they model instruction when needed. Each teacher receives one formal observation and several informal ‘walk-throughs’ per month. Administrators also hold weekly data meetings to discuss student progress.”¹⁵
- At the Trinidad campus, “on both observation days, the principal and academic deans were observed consistently observing teachers and modeling best practices. The leadership discussed that they help with lesson plans, writing exit tickets, and demonstrating how to use data to guide classroom instruction.”¹⁶

¹⁴ See Appendix C.

¹⁵ See Appendix C.

¹⁶ See Appendix C.

12. Campuses will provide a safe and healthy environment that is conducive to learning.

Assessment: Center City PCS has met this goal.

Discipline

The following tables detail Center City PCS’ discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that Center City PCS’ rate is above the charter sector average; green shading indicates that Center City PCS’ rate is below the charter sector average.

Percent of Students Receiving Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			13.2%	6.6%
Center City - Brightwood	18.4%	3.3%	9.5%	5.5%
Center City - Capitol Hill	23.9%	19.9%	10.4%	8.7%
Center City - Congress Heights	34.8%	24.6%	18%	10.2%
Center City - Petworth	9.4%	8.8%	10.3%	3.4%
Center City - Shaw	9.3%	14.0%	4.2%	7.2%
Center City - Trinidad	4.0%	11.8%	8.8%	13.9%

Percent of Students Receiving Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
Center City - Brightwood	0%	0%	0%	0%
Center City - Capitol Hill	0%	0%	0%	0%
Center City - Congress Heights	0%	4%	0%	0%
Center City - Petworth	0%	0%	0%	0%
Center City - Shaw	0%	0%	0%	0%
Center City - Trinidad	0%	0%	0%	0%

Percent of Students Expelled	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
Center City - Brightwood	0%	0.1%	0%	0%
Center City - Capitol Hill	0%	0%	0%	0%
Center City - Congress Heights	1%	1%	0.8%	0.4%
Center City - Petworth	0%	0%	0.4%	0%
Center City - Shaw	0.3%	1%	0%	0%
Center City - Trinidad	0%	0%	3.3%	0.4%

School Climate

As part of Qualitative Site Reviews, PCSB observes each campus for several performance indicators, one of which is school climate. For the most part, the PCSB team observed evidence that supports that Center City PCS has met this goal.

School Climate	
Campus	QSR Observation
Brightwood	The observation team noted a welcoming, calm learning environment during the scheduled and unscheduled observations. During the student focus group, the students reported feeling safe and also commented on the routines and rituals in place. The students said in the focus group that they appreciated being rewarded and recognized by the staff for making positive choices on a regular basis.
Capitol Hill	The team observed that transitions between classes were generally orderly. In some cases, observers saw students behaving rambunctiously in anticipation of dismissal. Most classrooms appeared to be organized and safe. However, the team did see a fight break out in one classroom...
Congress Heights	The hallways of the school are filled with student work and motivational quotations and posters. The review team observed that adults model positive social interactions among themselves and with students. Teachers report that there is a very supportive administrative team this year and that students who were previous discipline problems no longer are. They have high expectations for students academically and behaviorally and notice that as a result, students are exhibiting higher levels of self-esteem and having better interactions with teachers...
Petworth	There is an atmosphere of respect and caring throughout the school as evidenced by teacher and student use of respectful language in and out of the classroom. Teachers modeled positive social interactions and morning meetings include conversations about behavior and character...
Shaw	During the site visits, most of the operational staff and teachers consistently supervised the classrooms and hallways. During the student focus group, most students said that they felt safe at school...
Trinidad	The review team observed teachers leading students between classes, so the hallways were orderly and monitored. The leadership staff was also present in the halls during class transitions, and they assisted with behavior monitoring...[I]mplementation of the behavior management plan is inconsistent across grades...observations in the middle school classrooms revealed a more disruptive classroom environment.

Additional Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found the following evidence to support that Center City PCS has met this goal.¹⁷

- At the Brightwood campus, “[during focus groups] the students and teachers reported that the school is a safe learning environment...During the observation, the hallways were always quiet and there were minimal disruptions within any of the classrooms.”
- At the Congress Heights campus, “students reported that they feel safe because teachers care about them...in their focus group students were able to articulate school-wide rules as well as select and define a core value such as integrity, peace-making, and honesty. In addition, it was reported that a community police officer regularly comes in the building and talks to students about bullying and school safety issues.”
- At the Petworth campus, “students and adults were observed traveling safely throughout the building...teachers rarely needed to interrupt instruction to correct student behavior.”
- At the Shaw campus, “during the student focus group, students stated that they feel safe at school. The school campus is a locked facility, located in a renovated church, with an intercom to enter the building.”

¹⁷ See Appendix C.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.¹⁸ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Center City PCS has consistently complied with these laws over the past ten years.

General Laws

In its 2012-13 compliance review, PCSB found that all six Center City PCS campuses were in full compliance with applicable laws. However, in previous years, Center City PCS campuses were not in full compliance with all laws, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.¹⁹ To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members who can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department (“DCFD”).

In 2008-09, Center City PCS – Congress Heights did not have a DC Fire Department certificate of inspection or a Better Business License on file.²⁰ The campus has since cured these points of noncompliance. In 2008-09, Center City PCS – Shaw did not have a staff member certified to administer medicine, did not have a DC Fire Department certificate of inspection on file, and failed to hold a fire drill within the first ten days of the academic year.²¹ The campus has since cured these points of noncompliance.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process²² and that students and parents are made aware of these due process safeguards. All six Center City PCS campuses have been fully compliant with these requirements over the last five years.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants

¹⁸ SRA § 38.1802.12 (c)(2).

¹⁹ SRA § 38.1802.04 (c)(4)(A).

²⁰ See Center City PCS – Congress Heights 2008-09 compliance report, included in this document as Appendix E.

²¹ See Center City PCS – Shaw 2008-09 compliance report, included in this document as Appendix F.

²² As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

and does not discriminate against students. All Center City campuses have been compliant with these requirements over the past five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.²³ All Center City PCS campuses have been compliant with these requirements over the last five years.

Title I of the Elementary and Secondary Education Act

Because Center City PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.²⁴

In 2008-09, Center City PCS – Congress Heights, Shaw, Petworth, and Capitol Hill campuses did not ensure that all teachers were Highly Qualified, did not notify parents of their right to request information about teachers’ qualifications, failed to provide information about teachers’ qualifications upon request, and failed to notify parents if students were taught by a non-Highly Qualified Teacher for more than four weeks.²⁵ These campuses have since cured these points of noncompliance.

In 2008-09, Center City PCS – Trinidad did not ensure that all teachers were Highly Qualified, but did inform parents of their right to request information about teachers’ qualifications.²⁶ The campus has since cured this point of noncompliance. In 2012-13, all Center City PCS campuses were in full compliance with ESEA requirements.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.²⁷ There is no indication that any Center City PCS campus has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.²⁸ In the 2008-09 academic year, a majority of Center City PCS board

²³ 20 U.S.C. § 1232g

²⁴ 20 U.S.C. § 6300, *et. seq.*

²⁵ See Appendix E; Appendix F; Center City PCS – Petworth 2008-09 compliance report, included in this document as Appendix G; and Center City PCS – Capitol Hill 2008-09 compliance report, included in this document as Appendix H.

²⁶ See Center City PCS – Trinidad 2008-09 compliance report, included in this document as Appendix I.

²⁷ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

²⁸ SRA § 38-1802.05 (a)

members were not DC residents, and there were not at least two parents of current students on the board.²⁹ Center City PCS has since cured this point of noncompliance.

Special Education Laws

Charter schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act³⁰ and Section 504 of the Rehabilitation Act of 1973.³¹ In 2012, PCSB conducted a desktop audit to assess Center City PCS' compliance with these laws and the educational progress of its special education students.³²

Academic Performance of Center City PCS Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools' students with disabilities performed on the DC-CAS.

1. **Brightwood campus**: In 2011, the reading proficiency rate of Center City PCS – Brightwood's students with disabilities was 7%, 9% lower than the 16% state reading proficiency rate for students with disabilities. A significant 42% reading proficiency gap exists between Center City PCS – Brightwood's students with disabilities and the school's general population.
2. **Capitol Hill campus**: In both 2011 and 2012, Center City PCS – Capitol Hill's reading proficiency rates for students with disabilities was higher than the state average (by 3% and 2%, respectively). The math proficiency rate of Center City PCS – Capitol Hill's students with disabilities in 2011 and 2012 was 24% and 25%, respectively, 5% greater than the state average for students with disabilities. In those years, there was an achievement gap ranging from 19%-35% between Center City PCS – Capitol Hill's students with disabilities and the school's general population in both reading and math.
3. **Congress Heights campus**: In 2010 and 2012, Center City PCS – Congress Heights' reading proficiency rates for students with disabilities was 10% and 8%, respectively, lower than the 17% state reading rate for students with disabilities. Similarly, math proficiency rates in 2011 and 2012 were 10% and 15% respectively, below the state average of 19% in 2011 and 20% in 2012. In those years, there was an achievement gap ranging from 20%-29% between Center City PCS – Congress Heights's students with disabilities and the school's general population in both reading and math.

²⁹ See Appendix E.

³⁰ 20 USC §1413(a)(5).

³¹ 20 USC §794.

³² See Center City PCS – Online Desktop Audit, included in this document as Appendix J.

4. Petworth campus: In 2011 and 2012, Center City PCS – Petworth’s reading proficiency rates for students with disabilities was 32% and 27%, respectively, higher than the 17% state reading proficiency rate for students with disabilities. Similarly, math proficiency rates were 37% and 44%, respectively, higher than the 19% and 20% state math proficiency rates for students with disabilities. A reading proficiency gap ranging from 24%-26%, and a math proficiency gap ranging from 5%-15%, exists between Center City PCS – Petworth’s students with disabilities and the school’s general population.
5. Shaw: In 2011 and 2012, Center City PCS – Shaw’s reading proficiency rates for students with disabilities was 10% and 5%, respectively, lower than the 16% and 17% state reading proficiency rates for students with disabilities. Similarly, Center City PCS – Shaw’s math proficiency rates for students with disabilities was 5% and 10%, respectively, lower than the 19% and 20% state math proficiency rate for students with disabilities. A 2011 29% achievement gap in reading and math between the school’s students with disabilities and general population increased to 36% in both subjects in 2012.
6. Trinidad: From 2010 to 2011, Center City PCS – Trinidad’s math proficiency rates for students with disabilities increased from 8% to 30%, above the 19% state math proficiency rate for students with disabilities. This decreased the math achievement gap between Center City PCS – Trinidad’s students with disabilities and its general population from 29% to 11%.

Compliance Review of Center City PCS by DC Office of the State Superintendent of Education

As part of the desk audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education (“OSSE”). OSSE reports provide a comprehensive overview of the entire LEA’s performance, versus campus-specific information.

In 2010, OSSE determined that Center City PCS was 85% compliant with special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.³³ However, this report noted that less than 90% of noncompliance points were corrected within one year after they were identified.³⁴

In 2011-12, OSSE produced an on-site compliance monitoring report of Center City PCS, which indicated that the school was out compliance with several individual student-level and LEA-level requirements. For example, the school did not always conduct manifestation determinations for special education students who had been disciplined, and did not implement in a timely manner hearing officer determinations that

³³ See 2010 OSSE report, attached to this document as Appendix K. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

³⁴ See Appendix K.

were issued in response to due process complaints.³⁵ In addition, OSSE issued three quarterly findings to Center City PCS in 2011 and 2012 indicating the school had not completed initial special education evaluations and reevaluations in a timely manner.³⁶ However, according to OSSE, the LEA has since corrected all previously identified student-level and LEA-level findings detailed in the on-site monitoring report and quarterly findings.³⁷

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

In 2008-09, Center City PCS did not speak to its compliance with this SRA provision in its annual financial audit. From 2009 through 2011, the school entered into 10 \$25,000+ contracts, and submitted all corresponding Determinations and Findings forms to PCSB for review. Last year, according to Center City PCS's 2011-12 financial audit, the school entered into 17 such contracts, and the school submitted all corresponding Determinations and Findings forms to PCSB.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.³⁸ Over the past four years, Center City PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.³⁹ Center City PCS has fulfilled this requirement by reporting this information in its annual reports.

³⁵ See 2011 OSSE Compliance Monitoring Report, included in this document as Appendix L.

³⁶ See Quarterly Findings, included in this document as Appendix M.

³⁷ See letter from Boatright, Mary (OSSE Director of Monitoring & Compliance) to Dr. Beverly Wheeler (Center City PCS Chief Executive Officer), June 20, 2012, included in this document as Appendix N.

³⁸ SRA §38-1802.04(c)(11)(ix).

³⁹ SRA §38-1802.04(c)(11)(xi).

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the 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.

As part of the 5-year charter review process, PCSB has reviewed Center City PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Center City PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of noncompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates Center City PCS is economically viable.⁴⁰ One indicator of economic viability is a positive year-end annualized net income.² Center City PCS produced positive net income results in two of the past five audited financial periods. The school reported \$88,138 in net income in the financial period ending June 30, 2012 after two consecutive years of negative net income results in FY2010 and FY2011.

Another economic viability indicator is a school's total net asset reserves. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. Center City PCS' cumulative reserves increased to \$4.3 million in FY 2009 when it entered into a \$3.3 million loan agreement with the Charter School Growth Fund. In FY2011, the school repaid \$2 million of the loan and received \$1.3 million as a grant. Subsequently, the school's total net asset reserves dropped, but remained relatively stable at \$2.7 million in FY2010 to \$2.6 million in FY2012. In FY2012, Center City PCS's total net asset reserves equals approximately 1.3 months of expenditures with monthly expenditures averaging about \$2 million.

⁴⁰ See Center City PCS activities and financial analysis sheet, attached to this document as Appendix O.

Fiscal Period	2008	2009	2010	2011	2012
Net Income⁴¹	\$(59,711)	\$4,363,134	\$(1,224,909)	\$(245,316)	\$88,138
Cumulative Reserves	\$(59,711)	\$4,303,423	\$2,717,773	\$2,472,457	\$2,560,595

Net working capital⁴² and liquidity ratio⁴³ are also indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Center City PCS' net working capital over the past five years, an amount that sufficiently allowed the school to manage its short-term financial obligations successfully. In FY2012, Center City PCS's net working capital stood at \$1.2 million compared with \$980,000 in FY2011.

A liquidity ratio greater than one points to a school's ability to satisfy its immediate financial obligations. Since FY2008, Center City PCS's liquidity ratio has been above one, indicating the school's ability to meet its short-term financial obligations. Center City PCS's liquidity ratio was stable at 1.37 in both FY2011 and FY2012.

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$110,728	\$7,073,930	\$3,950,695	\$980,333	\$1,223,467
Liquidity ratio	2.49	10.89	2.62	1.37	1.37

⁴¹ Net Income represents Revenue minus Expenditures.

⁴² Current assets less Current liabilities

⁴³ Current assets divided by Current liabilities

Center City PCS makes spending decisions appropriate for managing education programs. The chart on the following page details Center City PCS’s average expenditures, as a percentage of revenues, from FY2008 to FY2012. From FY2008 to FY2012, Center City PCS’s personnel expenses averaged approximately 52% of annual revenue, which were followed by general and office costs at 25% and occupancy expenses at 13%. Program and administrative costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

Center City PCS: Expenditures as % of Revenues (FY2008 - FY2012 averages)

