2019 ANNUAL REPORT

DC
PUBLIC
CHARTER
SCHOOL
BOARD

"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 public charter school students at Kingsman Academy PCS

content

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 principals 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 - 2019

47.3%

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

20,717

students are attending a top-performing, or Tier 1, public charter school. The number of DC students attending a top-ranked public charter school increased for the fourth year.

11,861

individual 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, DC PCSB, 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 towards 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, Ph.D. | 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 or not 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, Advisor
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! I mean 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 public charter school 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 read to ensure the application reflects a willingness and eagerness to accommodate and welcome all students. There are specific sections within the application guidelines by which applicants must provide evidence that their mission and school program is 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 proposals:

- 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) 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 Statesman College Preparatory Academy for Boys PCS educating students in grade 4.

MAINTAINING A STRONG PORTFOLIO OF PUBLIC CHARTER SCHOOLS

We set high standards that we hold all of our public charter schools to, in order 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 in 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 for 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:

- **Cesar Chavez 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 was a decision 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 was a decision 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 the SY 2019-20.

- **National Collegiate Preparatory PCHS** – The school, which educated students in grades 9 – 12, will close completely 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, schools admitting and educating all students equitably, 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.

CLEAR AND TRANSPARENT ACADEMIC OVERSIGHT

We make our data public and set tough but attainable accountability targets and standards. We use the following tools to monitor a school's academic performance.

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 their 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 comprise 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.
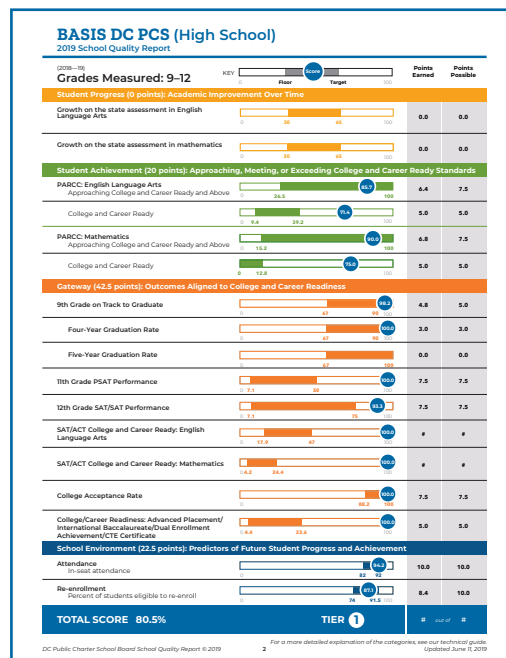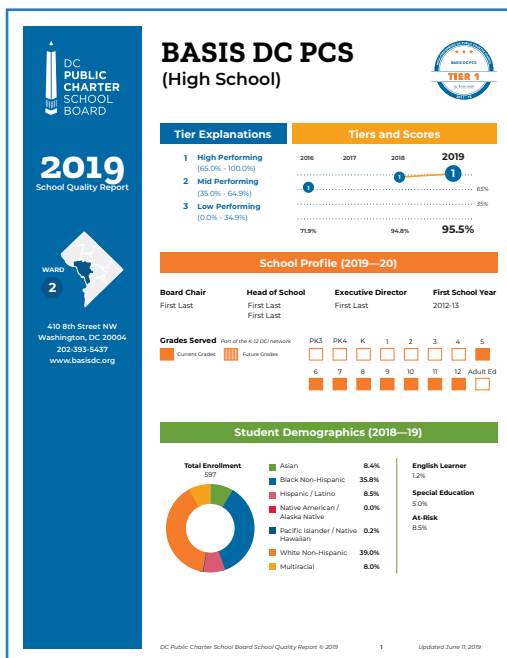
OUR CHARTER REVIEWS AND RENEWALS

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 PCS
Democracy Prep PCS – Congress Heights
Harmony PCS
Lee Montessori

10-Year Review
National Collegiate Preparatory PCS

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

20-Year Review
Ideal PCS
Meridian PCS
Perry Street Prep 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 ten 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 – Lamond
- Hope Community PCS – Tolson
- Howard University Public Charter Middle School of Mathematics and Science
- 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 International PCS – Middle
- Paul International PCS – 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
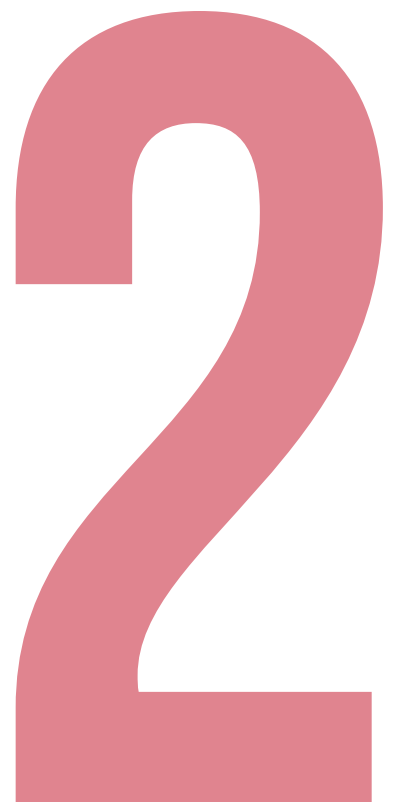
Our strategies include:

- **Outlier data communications and audits** - We review discipline data monthly and notify schools through email when we see significant disproportionality not just discipline. Also attendance, truancy, 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 instances where 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." [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 rate continue to increase and midyear withdrawal rates decrease.

Year	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. Starting in school year 2017 – 18, those rates are 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 is 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
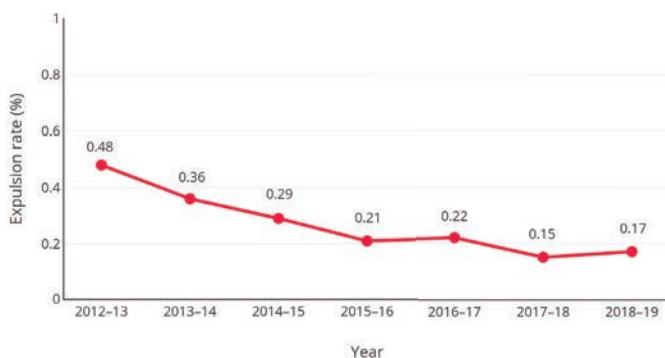
Public Charter School Out-of-School Suspension Rate
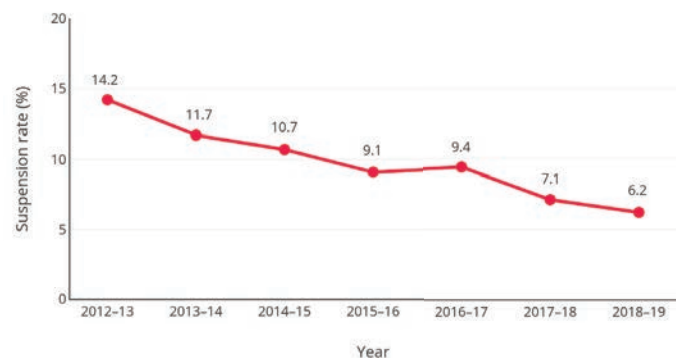
STRONG AND PROACTIVE FINANCIAL OVERSIGHT

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.

3

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, is based on audited financial statements; (2) a review of the annual budget for each school's operations; (3) a review of interim financial statements, including a balance sheet and income statement.

Additionally, schools undergo an in-depth review of their financial health and management as part of their Five-and-Ten Reviews and Fifteen-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
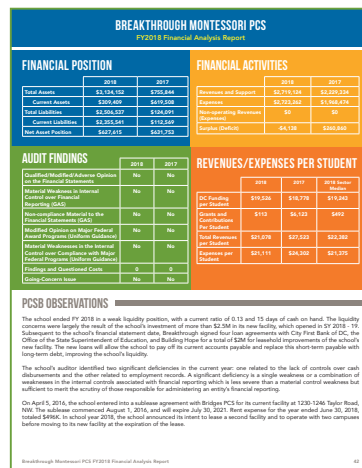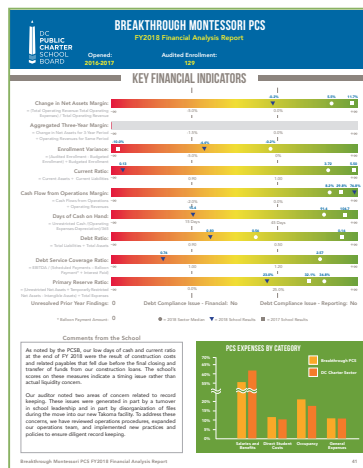
EFFECTIVE PARTNERSHIPS WITH COMMUNITIES AND CITY AGENCIES

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

4

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 has 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 through school closures.

As a result of our community engagement practices, we:

· 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 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 the topic of Sex Abuse Prevention. We develop a student protection policy to help schools prevent and address sex abuse. This policy would align with new Council legislation 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.

· 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.

· 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.
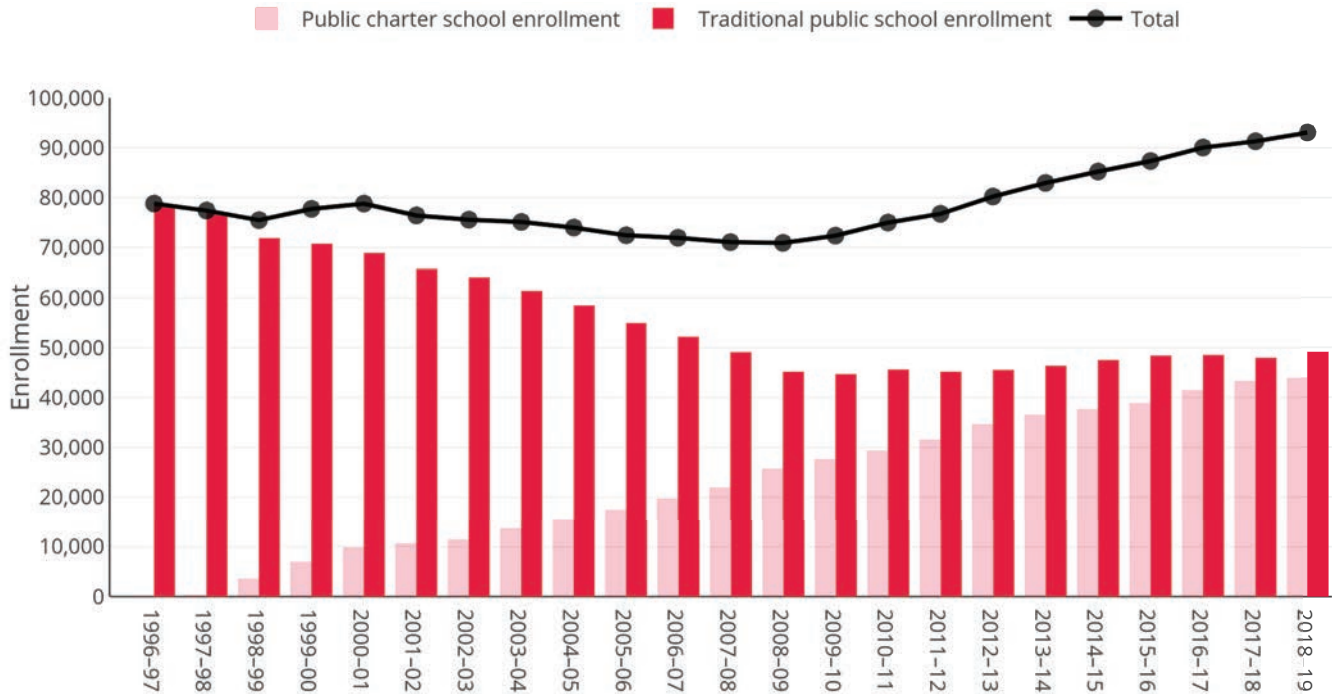
STUDENT ACHIEVEMENT

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

Achievement Results for Public Charter School Students (2006-2018)
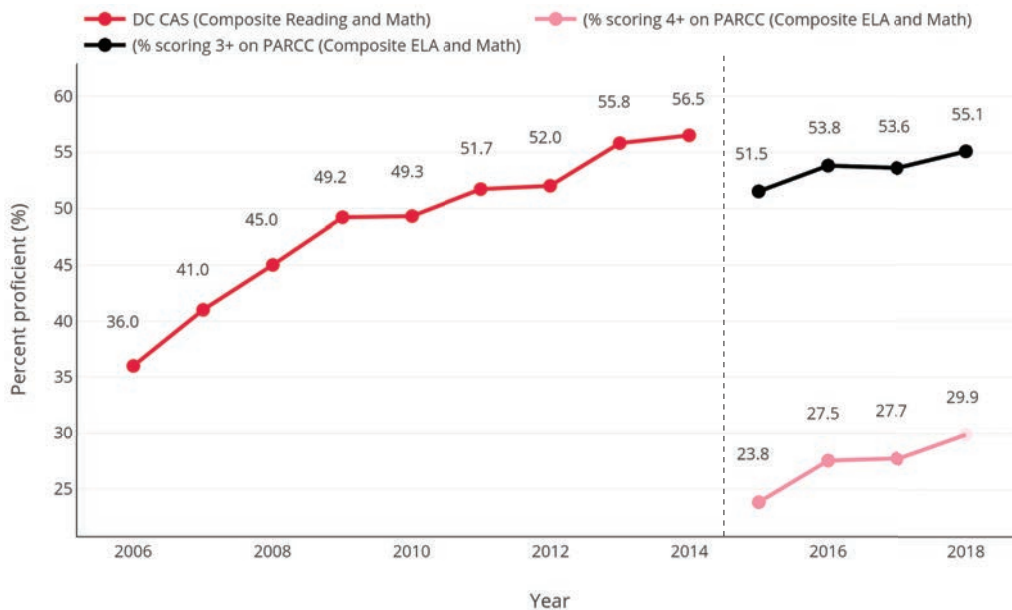
Proficiency Rates Improving Across All Subgroups in English Language Arts

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

	Public Charter Schools	Traditional Public Schools
All students	72.4	68.6
Special Education	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

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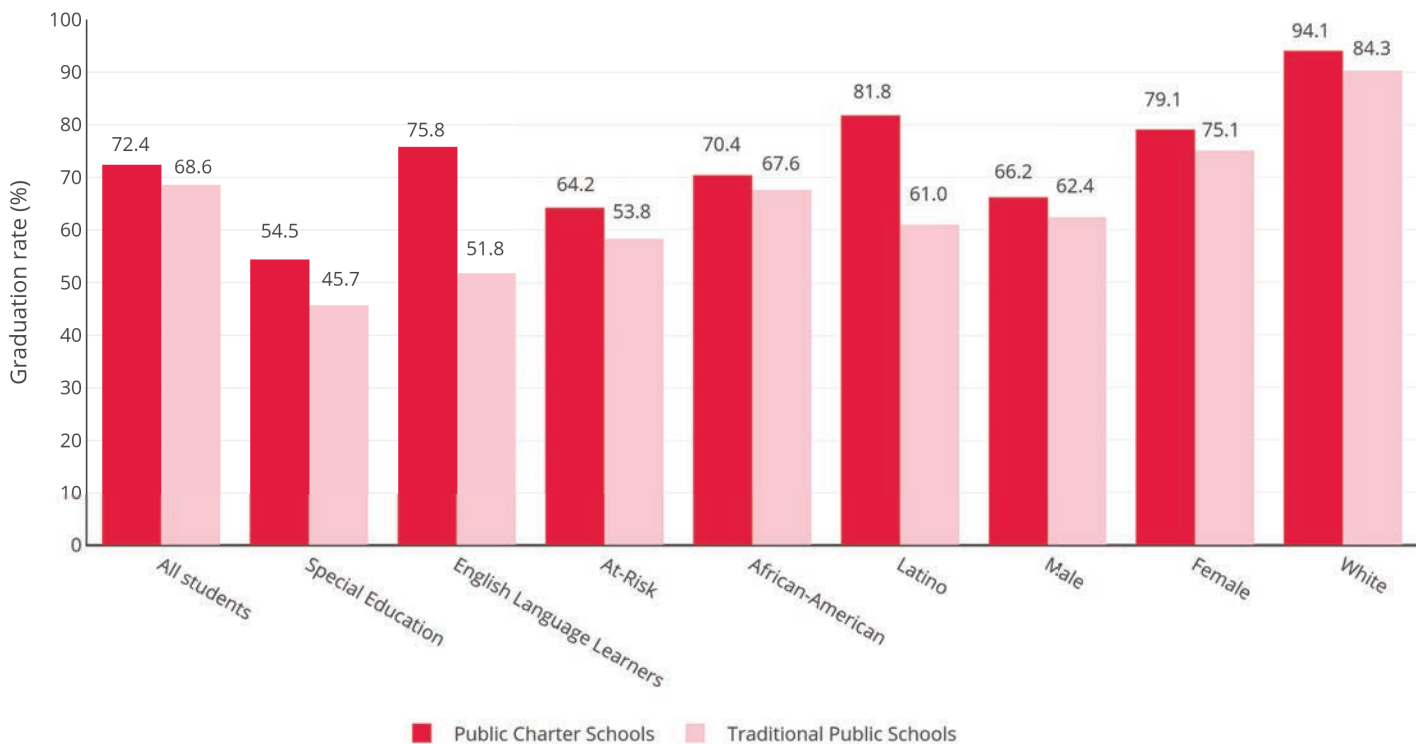
"I came to this school without English, no GED, no high school diploma. It'll be so exciting for me to remember [this experience and] to come back...to see this school helping young people like me. I think I'll be crying. I love this school."

– Edgar | The Next Step PCS

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

Kalkidan is a 2019 graduate of E.L. Haynes Public Charter High School, which is a high-performing Tier 1 program. As the class valedictorian, she embodies the school's motto - be kind, work hard, and get smart - in a number of ways.

Kalkidan shows kindness and compassion to those at her school by being a fearless leader. When Kalkidan was a freshman, she heard her peers complain about it being difficult to comply with the school's dress code policy. Students wanted to change the policy because they did not like wearing business attire to school every day.

Kalkidan and her peers wrote an essay to the principal about why students should be able to the school's dress code policy. school. This led to E.L. Haynes PCS eliminating their dress code.

This moment taught Kalkidan how important it is for her to advocate because her actions can make a difference. "We felt like the way [students] dress is a form of self-expression. I believe the way you dress is an expression of one's personality, character, and creativity and having a dress code was very limiting," said Kalkaidan.

Kalkidan also embodies her school's motto by working hard. During her senior year, she enrolled in an AP language course that she describes as, "the one class that challenged [her] past [her] limit. A lot of my classes push me but this one takes it up a notch. I sometimes feel like I have a professor for a teacher the way Ms. Castillo challenges my thinking."

Kalkidan says, "I think that I have improved because of that class. I think my writing, reading and critical thinking skills have become better because of that class. I've also seen how far I can go in life because of AP language."

Lastly, she's "getting smart[er]" daily at E.L. Haynes by being challenged and pushed to ensure that she's successful in college. Kalkidan says, "At [public] charter schools, there's a lot of room to reinvent and redefine what education looks like. Kids stay more engaged because teachers have the freedom to modify or create a curriculum that tailors to their students likes and needs specifically."

Kalkidan found her experience at E.L. Haynes an 'engaging and supportive' experience. She liked having smaller classes and feeling like she belonged in her school community. Going to a public charter school, Kalkidan says, 'brings diversity that gives students the opportunity to learn from students [who live] in different areas of DC."

> 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 PCS
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
Latin American Youth Center 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
Euphemia Lofton 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 PCS	Addition of High School Graduation Requirements	October 15, 2018
Paul PCS	Addition of High School Graduation Requirements	October 15, 2018
Washington Leadership Academy	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 Public Charter School 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

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

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Richard Wright PCS for Journalism and Media Arts	Addition of High School Graduation Requirements	November 19, 2018
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 Public Charter School 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 Goverance 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, add language consistent with the 2016 Fiscal Transparency Act	April 22, 2019
The Next Step/El Proximo Paso PCS	Increase Ages Served, Update the Mission Statement, and Revise Charter Goals	April 22, 2019
Paul PCS	Amend its Existing Enrollment Policy	April 22, 2019
YouthBuild DC PCS	UpdateBusiness 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

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

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
District of Columbia International School	Revise Graduation Requirements	July 15, 2019
Digital Pioneers Academy PCS	Open New Location	July 15, 2019
Lee Montessori PCS	Open New Location	July 15, 2019
Statesmen Academy 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 PCS	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 Fifteen-Year Term	January 28, 2019
E.L. Haynes PCS	Renew the School's Charter for a Second Fifteen-Year Term	January 28, 2019
Two Rivers PCS	Renew the School's Charter for a Second Fifteen-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 Previously Adopted Motion Regarding the School	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 Fifteen-Year Term	June 25, 2019
EL Haynes	Renew the School's Charter for a Second Fifteen-Year Term	June 25, 2019
Two Rivers PCS	Renew the School's Charter for a Second Fifteen-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 PCS	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 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 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	PMF Policy & 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 & Technical Guide
May 20, 2019	FY 2019 Financial Analysis Report (FAR) Technical Guide
May 20, 2019	Revisions to the 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 Approved 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 ENROLL-MENT
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 - Southeast	8	Early Childhood	PK3 - PK7	97
AppleTree Early Learning Center PCS - Southwest	6	Early Childhood	PK3 - PK8	636
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	1061

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

SCHOOL NAME	WARD	PROGRAM TYPE	2018-19 GRADES	2018-19 AUDITED ENROLL-MENT
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 - Bookland	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 High School	8	Science, Technology, Engineering, Mathematics (STEM) Focus	9 - 12	270
Friendship PCS - Technology Preparatory 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 Middle School of Mathematics and Science PCS	1	Math and Science Focus	6 - 8	283
IDEA PCS	7	Leadership, Construction, and Design Focus; College Dual-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

SCHOOL NAME	WARD	PROGRAM TYPE	2018-19 GRADES	2018-19 AUDITED ENROLL- MENT
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 Focus	9 - 12	250
Paul PCS - International High School	4	Academics, Arts, Athletics, and Global Enrichment	9 - 12	466
Paul PCS - Middle School	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	College Dual-Enrollment; Digital Media; Afternoon Programming	6 - 12	425
Statesmen College Preparatory Academy for Bosy PcS	7	Boy-Friendly Academic Enviornment, 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.

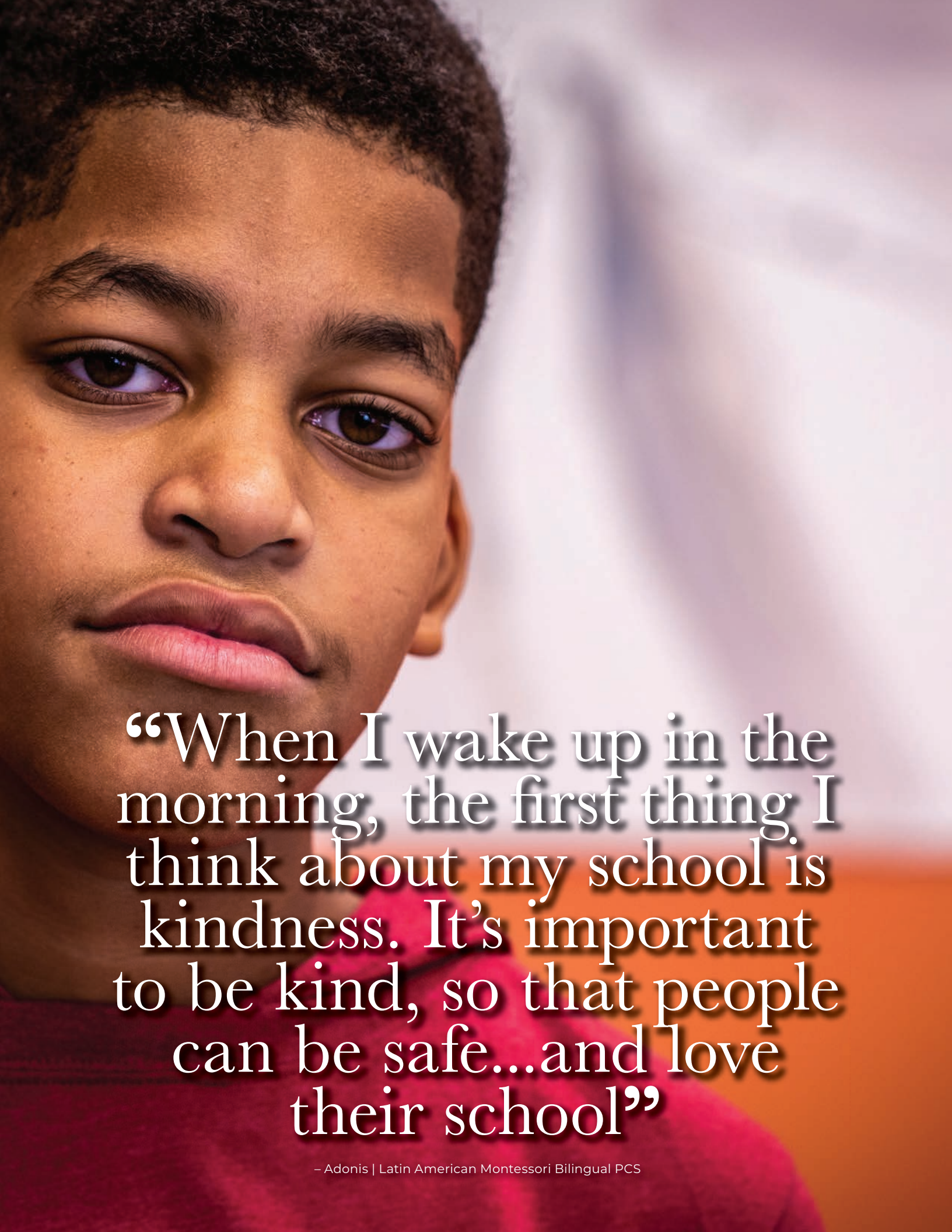***School will close at the end of the SY 2019-20 school year.*

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 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		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	9 -- 12	369
LAYC Career Academy PCS	1	Medical Assistant; Computer Skills; Dual 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	ESL, Child Development Associate, Workforce Development, Spanish, Literacy, 2-Gen Approach	Adult	130
The Next Step/El Proximo Paso PCS	1	GED Preparation; English as a Second Language; Dual College Enrollment; Day and Evening Options; Transportation and Childcare Assistance	Adult	379
YouthBuild PCS	1	English as Second Language; Construction Education; Dual enrollment	Adult	122

Existing Schools Opening New Campuses in SY 19-20

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 Prepartory	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...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."
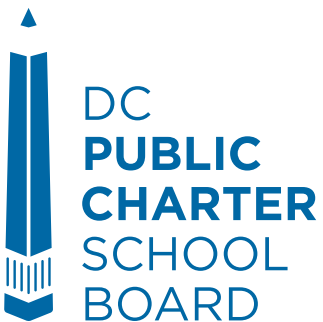
– Alyen | Carlos Rosario International PCS

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.

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