

2012-13 Charter Review Report

Ten Year Charter Review

DC Preparatory Academy Public Charter School

June 14, 2013

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpesb.org

TABLE OF CONTENTS

RECOMMENDATION	3
EXECUTIVE SUMMARY	3
GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS.....	4
COMPLIANCE WITH APPLICABLE LAWS.....	21
FISCAL MANAGEMENT AND ECONOMIC VIABILITY.....	25

RECOMMENDATION

The DC Public Charter School Board’s (“PCSB”) staff recommends that DC Preparatory Academy Public Charter School (“DC Prep PCS”) be granted charter continuance based on the school’s overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

DC Prep PCS began operating in 2003 under the authority of PCSB and is currently in its tenth year of operation. It operates one of the highest-performing charter schools in the District of Columbia, and is the top-performing elementary-middle school according to numerous indicators measured as part of PCSB’s Performance Management Framework (“PMF”). Significantly, DC Prep PCS – Edgewood Middle achieved the highest PMF score of all DC public charter schools in both 2010-11 and 2011-12.

Campus	Ward	Year Opened	Grades Served	2012-13 Student Enrollment	2010-11 PMF Performance	2011-12 PMF Performance
DC Prep PCS – Benning Elementary	7	2008-09	PK-3	431	Met 7 of 7 early childhood targets	Met 6 of 7 early childhood targets
DC Prep PCS – Benning Middle	7	2013-14	Will initially serve 4th grade and expand one grade each year	-	-	-
DC Prep PCS – Edgewood Elementary	5	2007-08	PK-3	420	Met 8 of 8 early childhood targets	Met 7 of 8 early childhood targets
DC Prep PCS – Edgewood Middle	5	2003-04	4-8	287	92.3%	90.8%

In 2007-08, DC Prep PCS’ fifth year of operation, PCSB conducted a charter review of the school. Based on this review, the PCSB Board granted the school charter continuance.

This year, PCSB conducted a ten-year review of DC Prep PCS as required under the School Reform Act (SRA),¹ and determined that DC Prep PCS has met all of its goals and academic achievement expectations. The following report details this finding, and also assesses DC Prep PCS’s legal compliance and fiscal management.

¹ SRA §38-1802.12 (a)(3)

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB must review whether a school has met its goals and student academic achievement expectations (“expectations”) set forth in its charter 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 a charter review, PCSB considers those goals and expectations that the eligible chartering authority approved in a school’s charter agreement, any subsequent charter amendments, and/or Accountability Plans (collectively, the “Charter”).

DC Prep PCS detailed seven goals in its charter application, six of which are included in the chart below.² DC Prep PCS has met all of its goals and academic achievement expectations. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.	Yes
2	Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.	Yes
3	Students graduate with an eighth grade level of academic competency or better.	Yes
4	Students enroll in academically challenging, college-preparatory high schools.	Yes
5	The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Yes
6	DC Prep alumni graduate from academically challenging high schools and attend college.	Yes

1. The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.

Assessment: DC Prep PCS has met this goal.

² See DC Prep PCS Charter School Application, attached to this document as Appendix A. The goal relating to governance and financial stability is not included in this section, as the school’s performance in those areas is discussed further in this report.

DC Prep PCS measures progress towards this goal by three indicators: classroom achievement correlated to teachers, an organizational health survey, and teacher retention. Each of these indicators is discussed below.

Classroom Achievement Correlated to Teachers

DC Prep PCS awards annual performance bonuses to teachers based on their students’ classroom achievement. Additionally, the school assesses each teacher’s effectiveness in increasing student proficiency using a classroom achievement rubric, which considers a class’s student growth on internal assessment scores (or on the state assessment, if the students take it). DC Prep PCS considers a teacher to be “effective” according to this rubric if the teacher achieves a score of 2.5 or higher on the rubric’s scale from 0 to 4.³ DC Prep PCS provided the percentage of teachers with classroom achievement scores of 2.5 or higher since 2009-10.

	2009-10	2010-11	2011-12
% of teachers with classroom achievement score of 2.5 or above	76.7%	69.4%	76.7%

Teacher Retention

To support that the school’s faculty work together in a *sustainable* fashion, DC Prep PCS tracks the retention rate of teachers invited back to teach who choose to return to DC Prep PCS.

	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers invited back to teach that return to DC Prep PCS	75%	84%	86%	77%	81%

Organizational Health Survey

DC Prep PCS administers an Organizational Health Survey to teachers to evaluate teacher satisfaction and alignment with the organization’s mission.⁴ In this survey, teachers are asked whether they agree or disagree with several statements regarding three organizational indicators – teamwork, professionalism, and core values. Additionally, teachers are invited to submit comments on these indicators. Through this survey, the school measures the “health” of these indicators on a scale from 0 to 100%. The school reports the following percentages associated with each of these indicators.

	2008-09	2009-10	2010-11	2011-12	2012-13
Teamwork	73%	87%	85%	74%	81%
Professionalism	62%	82%	83%	77%	85%
Core Values	75%	86%	85%	66%	75%

³ A copy of DC Prep PCS’ Classroom Achievement Rubric is included in this document as Attachment B.

⁴ A copy of DC Prep PCS’ Organizational Health Survey is included in this document as Attachment C.

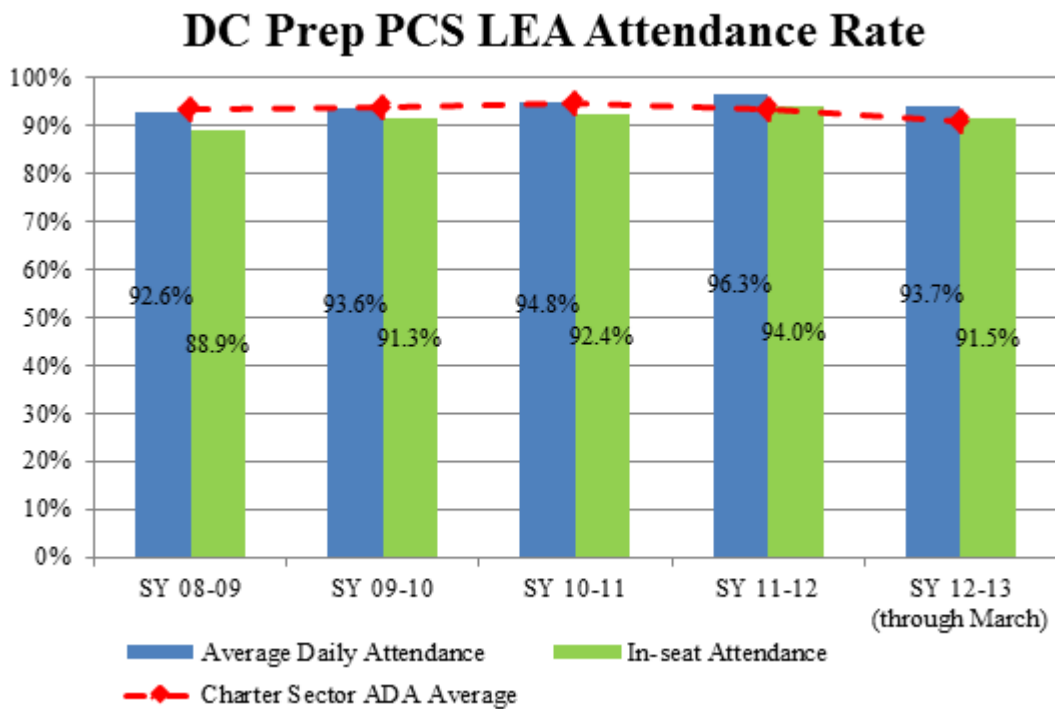
2. Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.

Assessment: **DC Prep PCS has met this goal.**

In its charter application, DC Prep PCS cites (1) attendance; (2) on-time arrival; (3) discipline rates; and (4) students demonstrating the school’s Core Values as evidence that it has met this goal.⁵ While DC Prep PCS has not historically reported on its students’ on-time arrival, the other three indicators are detailed below.

Student Attendance

The DC Prep PCS LEA attendance rate has remained consistently close to the charter sector average, exceeding the charter sector average daily attendance average for the previous three academic years.



Source: ProActive

⁵ See Attachment A, p. 105.

The following table details DC Prep PCS' attendance rates by campus. Red shading indicates the rate is below the charter sector average, and green shading indicates that the rate is above the charter sector average.

	SY 08-09	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through March)
Charter Sector Average	93.2%	93.8%	94.5%	93.4%	90.9%
DC Prep PCS Benning Elementary	91.0%	91.4%	94.9%	95.7%	93.0%
DC Prep PCS Edgewood Elementary	92.1%	93.1%	93.4%	95.9%	93.6%
DC Prep PCS Edgewood Middle	93.9%	96.1%	96.8%	97.7%	95.0%

Additionally, DC Prep PCS – Benning Elementary and DC Prep PCS – Edgewood Elementary included attendance targets in their early childhood accountability plans.

DC Prep PCS 2010-11 Early Childhood Attendance Targets		
	Benning Elementary	Edgewood Elementary
	Met target?	Met target?
On average, preschool and pre-kindergarten students will attend school 88% of the days.	Yes The average daily attendance was 94.2%.	Yes The average daily attendance was 92.2%.
On average, kindergarten and first-grade [and at Edgewood Elementary, second- and third-grade] students will attend school 92% of the days.	Yes The average daily attendance was 95.5%.	Yes The average daily attendance was 94.3%.

DC Prep PCS 2011-12 Early Childhood Attendance Targets		
	Benning Elementary	Edgewood Elementary
	Met target?	Met target?
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 95.3%.	Yes The average daily attendance was 94.9%.
On average, kindergarten through second-grade [and at Edgewood Elementary, third-grade] students will attend school 92% of the days.	Yes The average daily attendance was 96.3%.	Yes The average daily attendance was 96.7%.

Discipline Data

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

Percent of Students Receiving Out-of-School Suspension

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%
DC Prep - Benning Elementary	1.0%	18.2%	24.4%	15.7%
DC Prep - Edgewood Elementary	8.4%	9.3%	11.7%	8.4%
DC Prep - Edgewood Middle	13.7%	27.5%	39.6%	25.0%

Percent of Students Receiving Out-of-School Suspensions of 10+ Days

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%
DC Prep - Benning Elementary	0.0%	0.0%	0.3%	0.0%
DC Prep - Edgewood Elementary	0.0%	0.0%	0.0%	0.0%
DC Prep - Edgewood Middle	0.0%	0.0%	0.0%	0.0%

Percent of Students Expelled During the School Year

Expulsions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
DC Prep - Benning Elementary	0.0%	0.0%	1.2%	0.2%
DC Prep - Edgewood Elementary	1.0%	0.0%	0.0%	0.0%
DC Prep - Edgewood Middle	0.0%	0.0%	0.4%	0.3%

Students Demonstrating DC Prep PCS' Core Values

During DC Prep PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team found much evidence that its students demonstrated the school's core values. A selection of this evidence from DC Prep PCS' three campuses is below.

- At DC Prep PCS – Benning Elementary, the team observed that “commitment to character education is reinforced throughout the school. Elementary students readily refer to the school motto, ‘Do the RIGHT Thing’ (Respectful, Intelligent, Genuine, Hard-working, and Team-oriented), and it is displayed in classrooms and on walls in hallways.”⁶
- Also at DC Prep PCS – Benning Elementary, the team observed that “teachers and students demonstrate appropriate social and communication skills. The mutual respect between students and adults was observed by the review team throughout the site review visit.”⁷
- At DC Prep PCS – Edgewood Elementary, the same adherence to the ‘Do the RIGHT Thing’ program was observed. “DC Prep’s code of conduct is evident in every aspect of student life at the school...in the observed classrooms, students were well behaved and adhered to classroom rules and procedures. The routines were consistent in classes and students were self-directed, assuming leadership roles in the learning environment such as collecting papers, passing out materials, and being line leaders.”⁸
- At DC Prep PCS – Edgewood Middle, “teachers and administrators consistently emphasized the importance of character education...and the QSR team saw these principles clearly demonstrated throughout the school.”⁹

⁶ See DC Prep PCS – Benning Qualitative Site Review report, p. 4, included in this document as Appendix D.

⁷ See Appendix D, p. 2.

⁸ See DC Prep PCS – DC Prep PCS – Edgewood Elementary Qualitative Site Review report, p. 2, included in this document as Appendix E.

⁹ See DC Prep PCS – DC Prep PCS – Edgewood Middle Qualitative Site Review report, p. 2, included in this document as Appendix F.

3. Students graduate with an eighth grade level of academic competency or better.

Assessment: **DC Prep PCS has met this goal.**

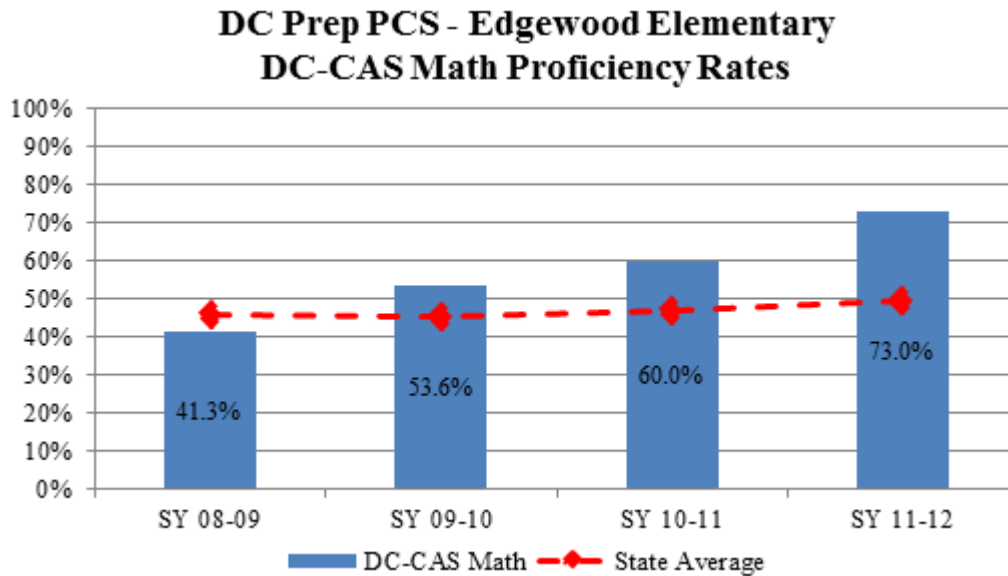
DC Prep PCS students’ academic performance is among the strongest of all DC charter schools, with particularly strong math performance. DC Prep PCS – Edgewood Middle leads public charter elementary-middle schools in several areas of the PMF, as detailed in the table below. Its strong performance in these areas, associated with proficiency on the DC-CAS, support that the school’s students graduate with an eighth grade level of academic competency

PMF Indicator	Year	DC Prep PCS’ Performance	Rank Among Charter Elementary-Middle Schools
3rd-5th grade students proficient or advanced in math	2010-11	87.4%	1st
	2011-12	88.6%	1st
3rd-5th grade students advanced in math	2010-11	34.8%	1st
	2011-12	31.8%	1st
6th-8th grade students proficient or advanced in math	2010-11	95.5%	1st
	2011-12	89.8%	1st
6th-8th grade students proficient or advanced in reading	2010-11	85.6%	1st
6th-8th grade students advanced in math	2010-11	45.9%	1st
	2011-12	45.3%	1st
8th grade students proficient in math	2010-11	100%	1st (along with one other school)
8th grade students proficient in math	2011-12	96.3%	2nd
Math MGP	2010-11	79%	2nd
	2011-12	76.3%	1st (along with one other school)
Reading MGP	2010-11	71.4%	1st

DC-CAS Proficiency and Growth

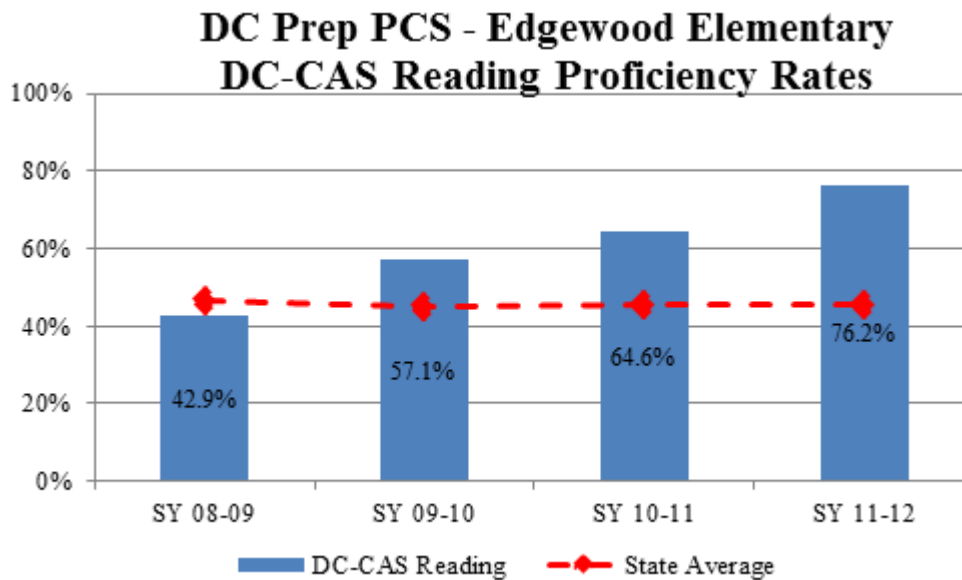
The following charts detail DC Prep PCS' DC-CAS proficiency and growth at the elementary and middle school level. Strong elementary performance positions students to achieve grade-level proficiency by the end of eighth grade.

DC Prep PCS – Edgewood Elementary has performed above the state average in math since 2009-10, with its score increasing each year.



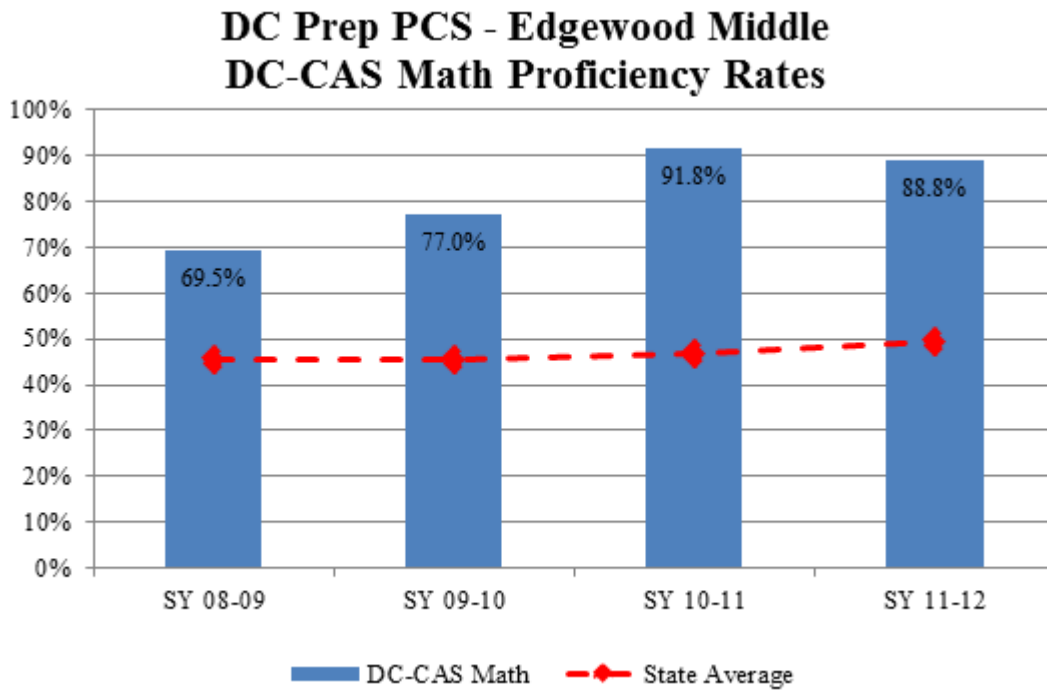
Source: OSSE

DC Prep PCS – Edgewood Elementary has performed above the state average in reading for four of its five years, including each year since 2009-10.



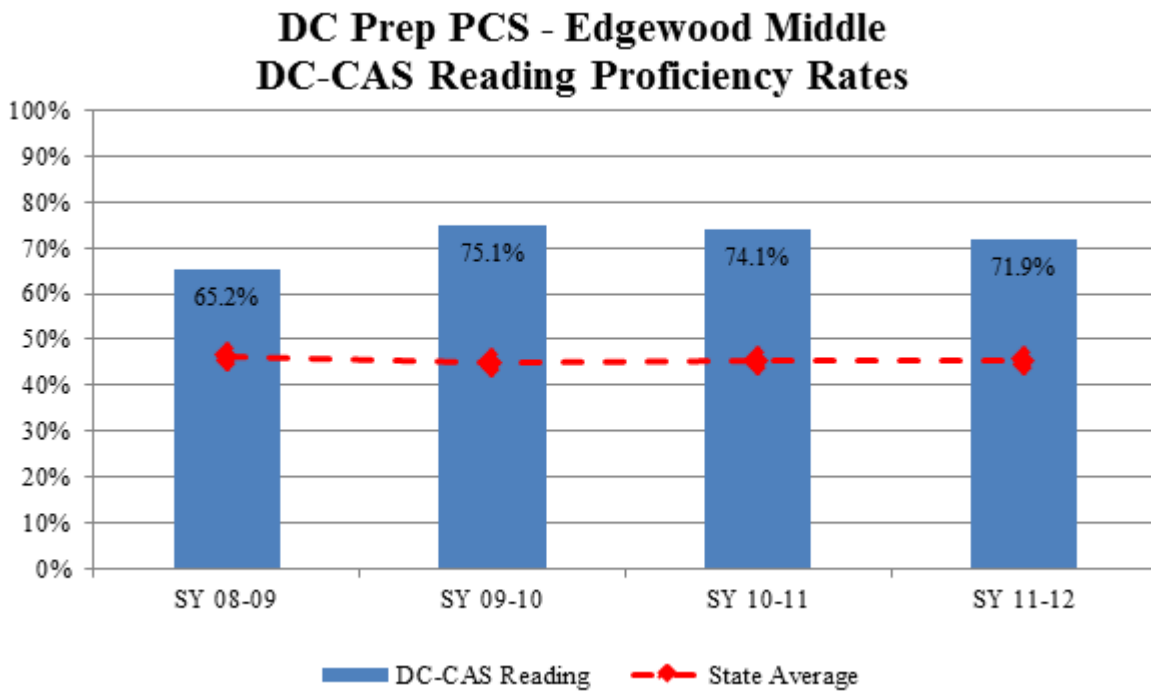
Source: OSSE

DC Prep PCS – Edgewood Middle has performed above the state average in math since 2008.



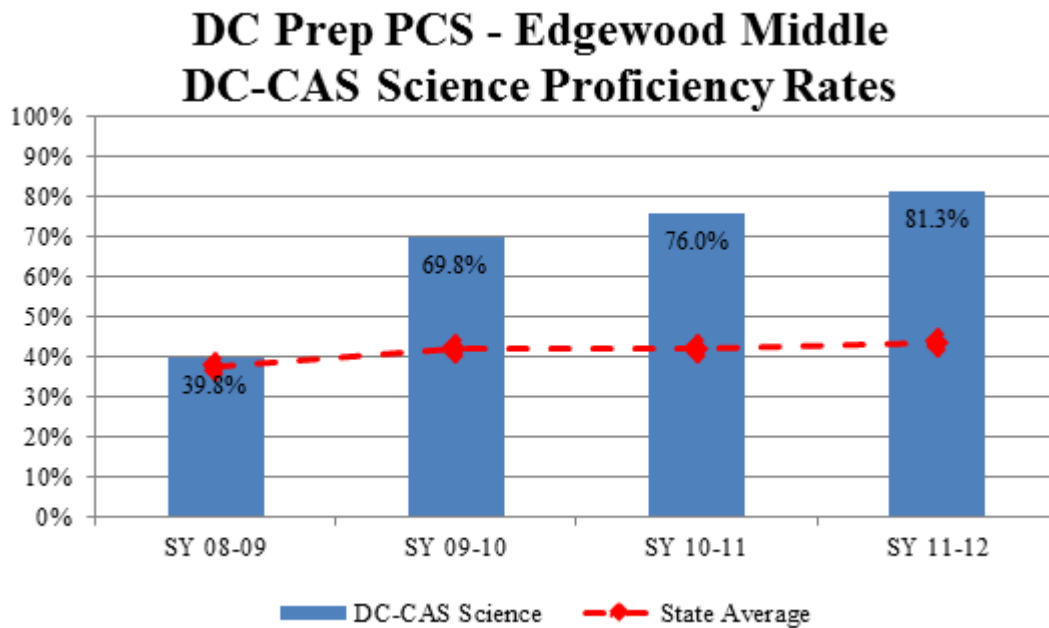
Source: OSSE

DC Prep PCS – Edgewood Middle has performed above the state average in reading since 2008.



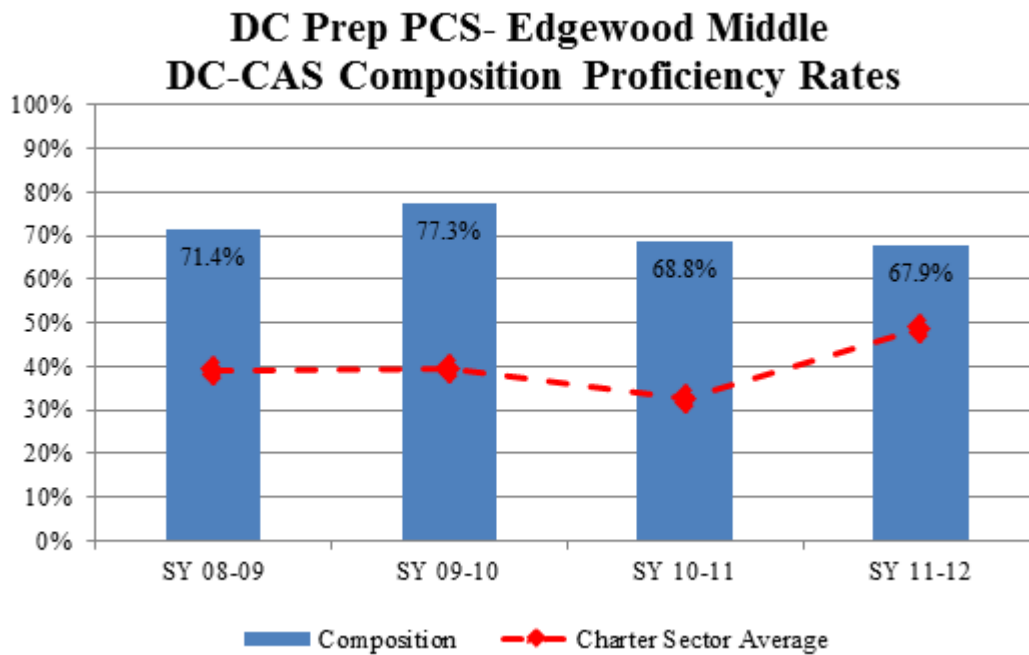
Source: OSSE

DC Prep PCS – Edgewood Middle performed above the charter sector average in science since 2009-10.



Source: OSSE

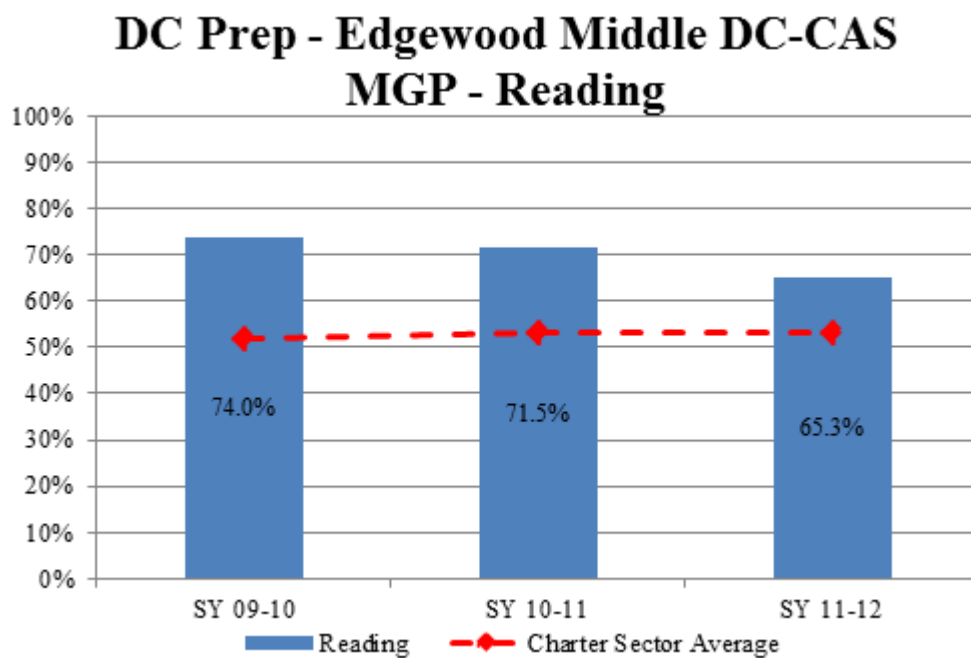
DC Prep PCS – Edgewood Middle has performed above the charter sector average in composition for each of the previous four years.



Source: OSSE

DC Prep PCS – Edgewood Middle School’s Median Growth Percentile (“MGP”) has remained consistent over the past three years, and has remained above the charter sector average for both math and reading.

Source: focusdc.org and PMF



Source: focusdc.org and PMF

Early Childhood Performance

Aside from DC-CAS results, DC Prep PCS set identical early childhood targets for each elementary campus. These targets, and each campus’ achievement on these targets, are detailed in the charts below. Strong early childhood performance positions students to achieve grade-level proficiency by the end of eighth grade. Because each early childhood program sets unique early childhood targets, DC Prep PCS’ early childhood performance cannot be compared against the charter sector average.

DC Prep PCS 2010-11 Early Childhood Targets		
	Benning Elementary	Edgewood Elementary
	Met target?	Met target?
From the fall administration to the spring administration, kindergarten and first-grade students [and at Edgewood Elementary, second- and third-grade students] will increase their percentile score by an average of at least 7 points on the NWEA MAP/MPG. ¹⁰	Yes Average growth of 17.2 percentile points	Yes Average growth of 8 percentile points
From the fall administration to the spring administration, preschool students will either master at least 21 letter identifications or will increase their scores by an average of at least 7 letter identifications on the PALS ¹¹ assessment.	Yes 19% of students achieved average growth of 7.6 letter identifications and 81% of students mastered an average of 25.3 letters identified.	Yes 9.5% of students achieved an average growth of 11.9 letter identifications and 90.5% of students mastered an average of 25.4 letters.
From the fall administration to the spring administration, pre-kindergarten students will either master 24 letter sounds or will increase their scores by an average of at least 7 letter sounds on the PALS assessment.	Yes 41% of students achieved an average growth of 12.2 letter sounds and 57.4% of students mastered an average of 24.9 letter sounds.	Yes 31.9% of students achieved an average growth of 14.1 letter sounds and 66.7% of students mastered an average of 25.5 letter sounds.
By the spring administration, 50% of kindergarten and first-grade students [and at Edgewood Elementary, second- and third-grade students] will score at or above the 40th percentile on the NWEA MAP/MPG.	Yes 60.7% of students scored at or above the 40th percentile.	Yes 58.9% of students scored at or above the 40th percentile.
By the spring administration, 70% of kindergarten and first-grade students [and at Edgewood Elementary, second-grade students] will score at the benchmark level on DIBELS. ¹²	Yes 80.4% of students scored at the benchmark level.	Yes 86.1% of students scored at the benchmark level.
Third-grade students will achieve the school’s safe harbor target in reading on the DC-CAS. [Edgewood Elementary only]		Yes 65% of students achieved proficiency in 2011, making the safe harbor target.

¹⁰ Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.

¹¹ Phonemic Awareness Literacy Screening.

¹² Dynamic Indicators of Basic Early Literacy Skills.

DC Prep PCS 2011-12 Early Childhood Targets		
	Benning Elementary	Edgewood Elementary
	Met target?	Met target?
Kindergarten through second-grade students [and at Edgewood Elementary, third-grade students] will increase their math percentile score by an average of at least 7 points by the spring administration on the NWEA MAP/MGP.	No Students achieved an average growth of 2.3 percentile points.	No Students achieved an average growth of .10 percentile points.
Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least 7 letter identifications by the spring administration of the PALS assessment.	Yes 72.3% of students mastered at least 21 letter identifications and 27.7% of students increased their scores by an average of 14.9 letter identifications.	Yes 77.4% of students mastered at least 21 letter identifications and 22.6% of students increased their scores by an average of 13.4 letter identifications.
Pre-Kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least 7 letter sounds by the spring administration of the STEP. ¹³	Yes 67.7% of students mastered at least 24 letter sounds and 32.3% of students increased their scores by an average of 14.6 letter sounds.	Yes 80.3% of students mastered at least 24 letter sounds and 19.7% of students increased their scores by an average of 15.7 letter sounds.
50% of kindergarten through second-grade [and at Edgewood Elementary, third-grade students] students will score at or above the 40th percentile on the NWEA MAP/MPG.	Yes 54.6% of students scored at or above the 40th percentile.	Yes 67.4% of students scored at or above the 40th percentile.
50% of kindergarten through second grade students will score at or above grade level on the STEP.	Yes 54.6% of students scored at or above the grade level.	Yes 76.1% of students scored at or above grade level.
Third-grade students will achieve DC Prep's safe harbor target in Reading on the DC-CAS [Edgewood Elementary only]		Yes 76.2% of students scored proficient.

Fifth Year Review Academic Performance

While DC Prep PCS' academic performance has been strong for many years, it should be noted that PCSB issued a "Charter Warning" to the school in 2008 for not meeting some of its academic targets based on the SAT-9.¹⁴ DC Prep PCS gave further context to this performance in a reply letter.¹⁵ The Charter Warning was lifted by the PCSB Board in 2008.

¹³ Strategic Teaching and Evaluation of Progress.

¹⁴ See Letter from Thomas Nida, dated January 29, 2008, included in this document as Appendix G, and DC Prep Public Charter School Charter Review Analysis, included in this document as Appendix H.

¹⁵ See Letter from LeRoy Eakin, II, DC Prep PCS Board Chair, and Emily K. Lawson, DC Prep PCS Founder & CEO, dated January 14, 2009, included in this document as Appendix I.

4. Students enroll in academically challenging, college-preparatory high schools.

Assessment: **DC Prep PCS has met this goal.** The school reports that 100% of its students have been accepted at “college preparatory” high schools, which DC Prep PCS defines as “a school in which the expectations, culture, and academic rigor create a college-going environment.”¹⁶ A majority of these students are accepted into “selective” high schools, which DC Prep PCS defines as a school where students must apply to and earn admission, and includes magnet, independent and parochial schools.

DC Prep PCS executes an intensive high school placement and alumni support program named “PrepNext” to assist its students. As part of PrepNext, the school supports its students in applying to college preparatory high schools as detailed in the table below.

Time	Event
Middle of seventh-grade school year	DC Prep PCS’ alumni support team meets with each student and his/her family on an individual basis to discuss the high school selection process, and to support the student in selecting a high school that is a good fit for him/her.
Summer before eighth grade	Rising DC Prep PCS eighth graders attend a weeklong program at the school, during which they learn techniques for writing a high school application, participate in a mock interview day, and prepare for the Secondary School Admission Test, which some selective admission high schools require applicants to take.
End of eighth-grade school year	Students participate in a weeklong high school prep seminar, during which they learn how to self-advocate in a high school setting, as well as homework and study skills.
Summer before ninth grade	The DC Prep PCS alumni team holds another meeting with each student and his/her family during the summer before the student begins high school. In this meeting, the alumni team and family members assist the student in planning some of his/her high school schedule (to ensure that upon graduation the student is prepared to enter college), as well as discuss the DC Prep PCS’ alumnus’ goals and plan for their first year of high school.

¹⁶ See DC Prep PCS submission regarding DC Prep PCS alumni high school acceptance, included in this document as Attachment J.

Based on this intensive support service, DC Prep PCS reports that 100% of its graduates have been accepted at college preparatory high schools, with the majority of these students accepted into selective, application-driven, high schools. Yearly rates of DC Prep PCS alumni accepted into selective high schools (magnet, independent, and parochial schools) are detailed in the table below.

DC Prep PCS 8th Grade Graduation Year	% of Students accepted into selective high schools
2013	68% (27 of 40 students)
2012	85% (22 of 26 students)
2011	69% (18 of 26 students)
2010	50% (15 of 30 students)
2009	56% (19 of 34 students)
2008	62% (23 of 37 students)
2007	55% (21 of 38 students)

A selection of the schools where DC Prep PCS alumni attend high school is detailed below.

Archbishop Carroll High School
 Banneker Academic High School
 Bishop McNamara High School
 Blue Ridge School
 Bullis School
 Capital City PCS
 Cesar Chavez PCS
 Christchurch School (VA)
 DeMatha Catholic High School
 Don Bosco Cristo Rey High School
 Duke Ellington School of the Arts
 Edmund Burke
 Elizabeth Seton High School
 E.L. Haynes PCS
 Foxcroft
 The Field School
 Georgetown Visitation

Gonzaga College High School
 Hebron Academy (ME)
 Holton-Arms School
 The Hun School
 Landon School
 Kent's Hill School (ME)
 KIPP College Prep
 McKinley Technology High School
 Mercersburg Academy (PA)
 National Collegiate Academy PCS
 Nora School
 Oldfields School
 Phelps High School
 Phillips Academy Andover (MA)
 Potomac School
 Proctor Academy (NH)
 Sandy Spring Friends

School Without Walls
 Sidwell Friends School
 Solebury School (PA)
 St. Albans School
 St. James (MD)
 St. Margaret's (VA)
 Strath Haven (PA)
 Stone Ridge School of the Sacred Heart
 Stuart Hall School (VA)
 Thurgood Marshall PCS
 Washington Latin PCS
 Washington Math Science Tech PCS
 Webb School (TN)
 Western Reserve Academy (OH)
 White Mountain School (NH)
 Wilson High School Finance Academy
 Woodberry Forest (VA)

5. The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.

Assessment: DC Prep PCS has met this goal.

DC Prep PCS has assisted in the success of many other DC charter schools, as well as non-charter public schools, through its sharing of its best practices. A selection of some methods by which DC Prep PCS has improved education in DC is detailed in the table below.¹⁷

Year	Organization(s) that DC Prep PCS Collaborated With	Description
2013	Leading Educators	- DC Prep PCS CEO assisted this group as it prepared to launch a program in DC to bring together high-potential DCPS and charter teachers
2012-13	DCPS Teacher Effectiveness Group	- Hosted DCPS Teacher Effectiveness team for two day-long site visits - Share DC Prep PCS master schedule, evaluation rubrics, recruitment tools, and professional development materials
2012-13	Ingenuity Prep PCS	- Shared teacher evaluation rubrics, teacher recruitment and onboarding documents, and other materials - DC Prep PCS Board Chair participated in Ingenuity Prep PCS' Board of Directors retreat
2012-13	Rocketship PCS	- Shared financial models and community engagement strategies
2012-13	The New Teacher Project	- DC Prep PCS entered into a multi-year video collaboration partnership to show case best practices in teaching techniques
2011-13	OSSE, Tree of Life PCS, Excel PCS	- Served as lead LEA on OSSE Race to the Top Instructional Improvement Systems competitive grant - Led the creation of an organizational online data dashboard to be customized for all LEAs in the consortium
2011-12	Yu Ying PCS	- Shared operations and human resource templates and processes
2008-13	KIPP DC PCS, Cesar Chavez PCS, Achievement Prep PCS, Washington Latin PCS, Paul PCS, Maya Angelou PCS	- Hosted half- and day-long site visits for these charter school leaders, who met with DC Prep PCS school leaders
2011	CityBridge Foundation, FOCUS, and Charter Board Partners	- Hosted 30 educators, philanthropists, and foundation representatives
2011	CityBridge Foundation and Banyan Tree Foundation	- Hosted a group of participants, sharing the DC Prep PCS human capital methodologies
2010-13	FOCUS	- DC Prep PCS administrators and teachers have presented annually at FOCUS' DC Data Summit
2008-09	Philanthropy Roundtable	- DC Prep PCS Founder participated in roundtable about charter school best practices

¹⁷ See DC Prep PCS memorandum, included in this document as Appendix K.

6. DC Prep alumni graduate from academically challenging high schools and attend college.

Assessment: DC Prep PCS has met this goal.

DC Prep PCS’ PrepNext program supports students throughout high school, and as they apply to college. The school remains in contact with students throughout high school, and assists them with academic tutoring and social support as needed. The school offers a twice-weekly study hall, with dinner for its alumni. The school reports that on average, 30 alumni attend these sessions.

Additionally, the school organizes a college application day every year on Veteran’s Day, through which all alumni are invited to learn about the college application process and receive one-on-one assistance with completing college applications.

Two years ago, the school began offering an intensive, opt-in college preparatory program called PrepHEd (“Prep for Higher Education”) for DC Prep PCS alumni entering their junior year of high school. Through this program, alumni prepare for the ACT , receive 4 hours of tutoring a week, learn about the college application process, and visit perspective colleges. 18 rising juniors are expected to participate in PrepHEd in the coming academic year.

Two classes of DC Prep PCS alumni have graduated from high school, with another graduating this year. DC Prep PCS has followed their progress, and reports that the overwhelming majority of them have earned a high school diploma, with many of them attending college, as detailed in the table below.¹⁸

DC Prep PCS Alumni in High School and College							
# of DC Prep PCS Alumni in Cohort	Did not graduate high school	Currently enrolled in high school	Earned GED	Status Unknown	Graduated High School	Accepted into College	Currently Enrolled in Postsecondary Education Program¹⁹
35 alumni entered high school in 2007	1	-	-	1	33	32	17
37 alumni entered high school in 2008	-	5	1	0	31	31	20
34 alumni entered high school in 2009		34			-	27 (with some applications pending)	-

¹⁸ See DC Prep PCS submission regarding college acceptance rates; “High School Status” report; and “Enrolled Students by Year in School” report, included in this document as appendices L, M, and N.

¹⁹ Alumni enrolled in full-time or part-time two-year or four-year degree program.

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.²⁰ 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 DC Prep PCS has consistently complied with these laws over the past ten years.

General Laws

In its five-year review, DC Prep PCS was in full compliance with all laws monitored by PCSB.²¹ Since that time, PCSB has found DC Prep PCS to consistently be in full compliance with all applicable laws.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.²² To ensure that schools adhere with this clause, PCSB monitors schools for various health and safety indicators, including but not limited to, whether schools have qualified staff members that 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. DC Prep PCS has been in full compliance with all health and safety laws.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process²³ and that students and parents are made aware of these due process safeguards. Over the past five years, DC Prep PCS has had disciplinary policies that ensure students' due process, and has communicated those policies to students and parents.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. DC Prep PCS has been in full compliance with enrollment and attendance requirements.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.²⁴ DC Prep PCS has been in compliance with these requirements over the past five years.

²⁰ SRA § 38.1802.12 (c)(2).

²¹ See Appendix H.

²² SRA § 38.1802.04 (c)(4)(A).

²³ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

²⁴ 20 U.S.C. § 1232g.

Title I of the Elementary and Secondary Education Act

Because DC Prep 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.²⁵ DC Prep PCS is in full compliance with these requirements.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.²⁶ There is no indication that DC Prep PCS 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.²⁷ DC Prep PCS has been fully compliant with these requirements over the past five years.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act²⁸ and Section 504 of the Rehabilitation Act of 1973.²⁹ In 2012, PCSB conducted a desktop audit of six special education indicators to assess DC Prep PCS’ compliance with these laws and the educational progress of its special education students.³⁰ The results of this audit are detailed below.

Academic Performance of DC Prep 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.

DC Prep PCS – Benning Elementary

There is no DC CAS testing data available for the DC Prep PCS – Benning Elementary campus.

Edgewood Elementary

In 2010, DC Prep PCS – Edgewood Elementary students with disabilities scored 30% proficient in reading, 13% above the state average for students with disabilities. In the same year, its students with

²⁵ 20 U.S.C. § 6300, *et. seq.*

²⁶ 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.

²⁷ SRA § 38-1802.05 (a).

²⁸ 20 USC §1413(a)(5).

²⁹ 20 USC §794.

³⁰ See DC Prep PCS – Online Desktop Audit, attached to this document as Appendix O.

disabilities scored 20% proficient in math, 1% above the state average for students with disabilities. In that year, the academic achievement gap between the school's students with disabilities and its general population was 27% in reading, and 34% in math. In 2011 and 2012, there were not enough students with disabilities to constitute a subgroup for DC-CAS testing.

DC Prep PCS – Edgewood Middle

From 2010 to 2012, the reading proficiency rates for DC Prep PCS – Edgewood Middle students with disabilities declined from 38% to 26%. However, in 2012, this rate was 9% above the state reading proficiency rates for students with disabilities. In 2012, there was an achievement gap of 46% between its students with disabilities and the school's general population.

From 2010 to 2012, the math proficiency rates for DC Prep PCS – Edgewood Middle students with disabilities increased from 51% to 62%, 42% higher than the state math proficiency rate for students with disabilities in 2012. In 2012, there was an achievement gap of 27% between its students with disabilities and the school's general population.

Compliance Review of by OSSE

As part of the desktop 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, not campus-specific information. On OSSE's Performance Determination report from 2010, DC Prep PCS was 90% compliant with its special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.³¹

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.

DC Prep PCS submitted all required Determination and Findings forms during the previous five years and has remained in compliance with the SRA contracting provision.

³¹ See 2010 OSSE report, attached to this document as Appendix P. 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.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.³² Over the past four years, DC Prep 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 \$500.³³ DC Prep PCS has fulfilled this requirement by reporting this information in its annual reports.

³² SRA §38-1802.04(c)(11)(ix).

³³ 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 review process, PCSB has reviewed DC Prep PCS's financial record regarding these areas.

Adherence to Accounting Principles

DC Prep PCS has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, DC Prep PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of non-compliance 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 DC Prep PCS is economically viable.³⁴ One indicator of economic viability is a positive year-end annualized net income.² DC Prep PCS produced positive net income results in each of the past five audited financial periods. The school reported a \$2.1 million net income result in financial period ended June 30, 2012, which exceeded the \$1.9 million net income result in the prior financial period. Total net asset reserve is another indicator of economic viability PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. As a result of the continued positive net income results, DC Prep PCS' total net asset reserves increased from \$5.2 million in FY2008 to \$11.3 million in FY2012. In FY2012, DC Prep PCS' total net asset reserves equals approximately 8.1 months of expenditures with monthly expenditures averaging about \$1.4 million.

Fiscal Period	2008	2009	2010	2011	2012
Net Income ³⁵	\$610,716	\$1,061,940	\$978,664	\$1,917,280	\$2,124,996
Net Asset Reserves	\$5,189,137	\$6,251,077	\$7,229,741	\$9,147,021	\$11,272,017

³⁴ See DC Prep PCS 5-Year Balance Sheet Analysis, included in this document as Appendix Q.

³⁵ Net Income represents the change in Net Assets after unrealized loss on interest rate swap and loss on pledge.

A school's net working capital³⁶ and liquidity ratio³⁷ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details DC Prep PCS' net working capital over the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The school's net working capital nearly tripled during the past five financial periods. In FY2012, DC Prep PCS' net working capital stood at \$6.5 million compared with \$2.3 million in FY2008.

A liquidity ratio greater than one also points to a school's ability to satisfy its immediate financial obligations. Since FY2008, DC Prep PCS' liquidity ratio has been above three, which indicates the school's ability to meet its short-term financial obligations. DC Prep PCS' liquidity ratio increased from 3.74 in FY2008 to 4.86 in FY2012. DC Prep PCS' net working capital and liquidity ratio trends can be observed in the below table:

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$2,323,336	\$3,172,032	\$4,775,993	\$5,006,627	\$6,505,505
Liquidity ratio	3.74	3.65	4.26	4.18	4.86

DC Prep PCS makes spending decisions appropriate for managing education programs. The following chart highlights DC Prep PCS' average expenditures as a percentage of revenues from FY2008 to FY2012.³⁸ From FY2008 to FY2012, DC Prep PCS' personnel expenses averaged approximately 57% of annual revenue, which were followed by general and office costs at 13% and occupancy expenses at 12%. Program service costs and general and office costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

³⁶ To calculate net working capital, subtract current liabilities from current assets.

³⁷ To calculate a liquidity ratio, divide current assets by current liabilities.

³⁸ Note that the chart on expenditures as a percentage of revenues does not equal 100% because revenues exceeded expenditures, on average, from FY2008 to FY2012.

**DC Prep PCS: Expenditures as % of Revenues
(FY2008 - FY2012 averages)³⁸**

