



2012-13 Charter Renewal Report

Maya Angelou Public Charter School

August 9, 2013

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

TABLE OF CONTENTS

RECOMMENDATION2
EXECUTIVE SUMMARY2
GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS..... 7
COMPLIANCE WITH APPLICABLE LAWS 32
FISCAL MANAGEMENT AND ECONOMIC VIABILITY..... 37

RECOMMENDATION

DC Public Charter School Board (“PCSB”) staff recommends Maya Angelou Public Charter School’s (“MAPCS”) charter be renewed to operate its Evans High School and Adult Learning Center campuses based on the overall academic, compliance, and fiscal performance of its high school and the high school’s status as an alternative school (defined below). PCSB staff concurs with the decision of MAPCS’ Board of Trustees that its middle school campus should be closed at the end of school year 2013-14.

INTRODUCTION

History of MAPCS

MAPCS was chartered by PCSB in 1998 and is in its fifteenth year of operation. The school is a subsidiary nonprofit corporation of The See Forever Foundation (“See Forever”), a nonprofit corporation founded in 1995 “to provide opportunities for neglected boys and girls coming out of the juvenile justice system...”¹ See Forever donates private funds to MAPCS, and also provides it central-office support. See Forever also established and manages the Maya Angelou Academy at the New Beginnings Youth Development Center, the District of Columbia’s secure facility for youth adjudicated as delinquent and committed to the Department of Youth Rehabilitation.

From 1998 to 2004, MAPCS operated one high school campus, and in 2004, MAPCS opened a second high school campus. From 2004 to 2011, it operated two high school campuses, and at the end of the 2010-11 school year it consolidated those campuses to one location, MAPCS – Evans High School.

In 2006, MAPCS submitted an application to amend its charter to operate a middle school.² In the same year, PCSB conditionally approved this charter amendment,³ and after fulfilling the conditions, MAPCS – Evans Middle School opened in the fall of 2007. In 2010, the PCSB Board voted to grant a charter amendment to MAPCS to establish a Young Adult Learning Center, which opened in 2012.⁴

MAPCS – Evan High School’s Alternative Status

Since opening, MAPCS has self-identified as an alternative education program.⁵ In its charter application, the school noted that its target population is students that have been involved in the juvenile justice system. It now describes its students as those who “have struggled academically and who have significant socio-

¹ See See Forever Foundation and Subsidiary Consolidated Financial Report, p. 5 (June 30, 2012), included in this document as Appendix A.

² See charter amendment application submitted by Maya Angelou PCS, included in this document as Appendix B.

³ See letter from Thomas A. Nida (PCSB Board Chair) to James Foreman (Maya Angelou PCS Board of Trustees Chair), December 27, 2006, included in this document as Appendix C.

⁴ See letter from Brian W. Jones (PCSB Board Chair) to James Foreman (Maya Angelou PCS Board of Trustees Chair), July 21, 2010, included in this document as Appendix D.

⁵ MAPCS detailed See MAPCS Charter Application, included in this document as Appendix E.

emotional needs.”⁶ In its renewal application, the school noted that in 2011-12, 75% of its high school students possessed one or more of the following at-risk indicators: (1) were parenting; (2) had experienced homelessness; (3) were in foster care; (4) were court-involved; (5) had a parent or guardian who was incarcerated; (6) had a parent or guardian who abused drugs; and (7) were identified as special education students.⁷ The school also considers its middle school students to be alternative.

In 2006, the DC Office of the State Superintendent of Education (“OSSE”) determined that MAPCS’ high school – but not its middle school – met OSSE’s definition of an alternative education program,⁸ and officially designated it as such. OSSE’s standard for being designated as an alternative program is that at least 60% of the school’s student body possessed one or more of the following characteristics: (1) under court supervision; (2) on short-term or long-term suspension from a DC Public School or DC charter school; (3) chronically truant from a DC Public School or DC charter school; (4) expelled from a DC Public School or DC charter school; (5) referred from Youth Service Administration as a juvenile delinquent; and/or (6) referred from YSA for neglect or abuse.

In its October 2012 meeting, after discussing a proposed alternative education policy, the PCSB Board voted to not assign MAPCS – Evans High School a tier on PCSB’s Performance Management Framework (“PMF”) because it served a significantly different student population – one that was at a higher risk of academic failure, based on the rate of MAPCS – Evans High School students with any one or more of the following at-risk indicators associated with consistently low academic performance: (1) receiving level 3 or 4 special education services; (2) over-aged and under-credited for their grade level; (3) pregnant or mothering; (4) currently or formerly incarcerated; (5) homeless; and (6) currently in foster care.⁹

PCSB is currently developing a PMF to measure the performance of alternative schools along with a policy to determine which schools are eligible for this alternative accountability system. In the absence of a final and approved PCSB policy around alternative assessment, we defer to the OSSE designation.

Consequently, given MAPCS – Evans High School’s designation by OSSE as an alternative school, it will be eligible to be assessed according to this alternative framework.

MAPCS’ Five- and Ten-Year Reviews

In 2002-03, PCSB conducted a five-year review of MAPCS and determined that the school failed to meet 5 of its 7 academic targets.¹⁰ Based on this review, the PCSB Board issued a Notice of Conditional

⁶ <http://www.seeforever.org/maya-angelou-public-charter-schools/high-school/our-students/>.

⁷ See MAPCS Renewal Application, p. 4, included in this document as Appendix F.

⁸ See Appendix F, p. 1. OSSE defines an alternative education program identically to the definition in DC Code 38-2901(1B): “specialized instruction for students under court supervision or on short- and long-term suspension, or who have been chronically truant or expelled from a regular District of Columbia Public School or public charter school academic program.

⁹ See PCSB Board Minutes, October 2012, included in this document as Appendix G. Also see Alternative Accountability Framework Board Memorandum, included in this document as Appendix H.

¹⁰ See MAPCS’ five-year review, included in this document as Appendix I.

Continuance to the school, which detailed several conditions to be fulfilled.¹¹ In September 2004, the PCSB Board lifted this notice and granted the school full continuance, finding that it had met all of the required conditions.¹²

In 2008, PCSB conducted a ten-year review of MAPCS, and determined that the school had not met the academic performance standards in place at that time as part of PCSB’s charter review framework. Based on this review, the PCSB Board issued a Notice of Conditional Continuance to the school, which detailed several conditions to be fulfilled.¹³ In 2010, the PCSB Board lifted this Notice and granted full charter continuance.¹⁴

MAPCS Campus-Level Information

Information about MAPCS’ three campuses currently in operation is included in the table below. PCSB calculates a PMF percentage for MAPCS – Evans High School, but does not assign this campus a tiered ranking due to the PCSB Board’s vote that it serves a significantly different student population at risk of academic failure. The MAPCS Adult Learning Center opened this school year and, therefore, does not have any cumulative performance data.

| Campus | Ward | Year Opened | Grades Served | 2012-13 Enrollment | 2010-11 PMF Percentage | 2011-12 PMF Percentage |
|-------------------------------|-------------|--------------------|----------------------|---------------------------|-------------------------------|-------------------------------|
| MAPCS – Evans High School | 7 | 2004-05 | 9-12 | 298 | 21.5% | 18.4% |
| MAPCS – Evans Middle School | 7 | 2007-08 | 6-8 | 196 | 31.2% (Tier 3) | 27.3% (Tier 3) |
| MAPCS – Adult Learning Center | 7 | 2012-13 | - | 82 | - | - |

Summary of PCSB Staff’s Renewal Analysis of MAPCS

At the end of this school year, MAPCS’s charter will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether MAPCS has: (1) met the goals and student academic achievement expectations (“goals and expectations”) included in its charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.¹⁵

¹¹ See letter from Thomas P. Loughlin (PCSB Board Chair) to James Foreman (MAPCS Board of Trustees Chair), February 11 2004, included in this document as Appendix J.

¹² See letter from Thomas P. Loughlin (PCSB Board Chair) to James Foreman (MAPCS Board of Trustees Chair), September 23, 2004), included in this document as Appendix K.

¹³ See letter from Thomas A. Nida (PCSB Board Chair) to James Foreman (Maya Angelou PCS Board of Trustees Chair), February 11, 2009, included in this document as Appendix L.

¹⁴ See letter from Thomas A. Nida (PCSB Board Chair) to James Foreman (Maya Angelou PCS Board of Trustees Chair), February 26, 2010, included in this document as Appendix M.

¹⁵ See DC Code § 38-1208.12(a)(3).

With respect to items (2) and (3), above, PCSB staff found the school to be in substantial legal compliance since 2008-09. There are three components to PCSB's financial review. PCSB analyzes whether a school has adhered to generally accepted accounting principles; has managed its finances adequately; and is economically viable. While MAPCS has adhered to generally accepted accounting principles and managed its finances properly, it is not independently economically viable when its finances are considered alone. However, with the support of its parent corporation, See Forever, MAPCS is economically viable.

With respect to item (1), above, PCSB staff has conducted the assessment of whether MAPCS has met its goals and expectations without factoring in the performance of the MAPCS – Young Adult Learning Center, which completed its first year of operation in 2012-13.

MAPCS – Evans Middle School has not met three significant goals – related to academics, discipline and attendance –making it ineligible for renewal according to the District of Columbia School Reform Act (“SRA”).¹⁶ The MAPCS' Board of Trustees has voted to close MAPCS – Evans Middle School at the end of school year 2013-14. In 2013-14, MAPCS – Evans Middle School will not accept new sixth grade students, but will conduct seventh and eighth grade classes.

PCSB staff finds that MAPCS – Evans High School has partially met two goals, and fully met two other goals, of the five goals and expectations it has consistently pursued over the course of its charter. There is insufficient evidence to assess the fifth goal, relating to improving student behavior. One goal that PCSB staff found the school to have partially met is related to its students' academic performance, and the other related to student graduation rate and college enrollment. Given MAPCS' performance in these areas, PCSB would ordinarily have found it not to have met these goals. However, given MAPCS – Evans High School's alternative designation by OSSE, and also that the school's performance in these areas is in line with alternative education students nationally, PCSB staff determined that the school partially met these two goals.

MAPCS – Evans High School's open admissions policy certainly affects its students' academic performance. The school accepts new students in ninth, tenth, and eleventh grade. Indeed, in 2012-13, MAPCS – Evans High School reports that 38% of tenth grade students and 24% of eleventh grade students were new to the school.¹⁷ Such unstable enrollment is typical of schools serving populations of students who have multiple risk-factors, as does MAPCS, and PCSB commends the school for its open admission policy.

Renewal Recommendation

In serving the District's most at-risk children, MAPCS provides an important service to the District of Columbia. Additionally, on a national level, there is a dearth of other high schools serving a similar student population with significantly better outcomes, or even best practices that MAPCS may draw from. As such, PCSB staff recommends that the PCSB Board renew the school, under two conditions. The first condition is

¹⁶ SRA §38-1802.12(c)(2).

¹⁷ See Appendix F, p. 16. PCSB has not validated this claim.

that MAPCS develop an action plan detailing how it will improve its academic growth and graduation rates, decrease its suspension and expulsion rates, increase its graduates' college persistence and employment rates. MAPCS must submit this plan to PCSB for its review by November 27, 2013. The second condition is that MAPCS commit in its renewed charter to, along with goals tied to this action plan, an academic expectation that the majority of its students, in both its Adult Learning Center and its high school, will grow academically over the course of the academic year, and that students enrolled in MAPCS for multiple years progress academically as they advance.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and expectations set out in its charter agreement.¹⁸ 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. The only goals and expectations considered as part of the renewal decision are those included in a school’s charter agreement, charter amendment, or Accountability Plans approved by the PCSB Board (collectively, the “Charter”).

MAPCS detailed nine goals for its high school programming in its charter application.¹⁹ However, in its renewal application, the school presents five goals and expectations that it has consistently pursued, based on the original charter application goals, and as updated by accountability plans created by PCSB and the school.²⁰ The goals as updated by accountability plans are detailed in the chart below and assessed in this report.²¹ The four goals and expectations that were not consistently pursued over the course of the school’s Charter are noted in the chart below as “not historically measured.”

In its application to amend its charter to operate a middle school, MAPCS detailed six goals specific to the 2007-08 school year, which are included in the chart below.²² However, for the purposes of this renewal review, PCSB analyzed the middle school’s performance over its six years in operation, instead of reviewing only its 2007-08 school year performance.

In its application to amend its charter to operate an adult program, MAPCS, as advised by PCSB, did not detail goals and expectations, with the understanding that the program would be evaluated by PCSB’s Adult PMF, which was under development at the time the amendment was submitted. This PMF was piloted in 2012-13 and the final version will be ready for PCSB Board approval by the start of the 2013-14 school year. Because the school’s adult program has only been in operation for one year, its performance is not factored into PCSB staff’s renewal recommendation.

MAPCS – Evans High School has met two goals that it consistently pursued over the course of its charter, and partially met two others. MAPCS – Evans Middle School did not meet three significant goals related to academics, discipline, and attendance. The table on the following page summarizes these determinations, which are detailed in the body of this report.

¹⁸ SRA §38-1802.12(c)(2).

¹⁹ See Appendix E.

²⁰ See Maya Angelou Accountability Plans, included to this document as Appendix N.

²¹ See Appendix F.

²² See Appendix B.

| | Goal or Expectation | Met? |
|------------------------------------|--|---------------------------|
| MAPCS – Evans High School | | |
| 1 | Students will demonstrate an improved level of academic achievement in reading, writing, and math. ²³ | Partially |
| 2 | Students will master workplace competencies. ²⁴ | Yes |
| 3 | Graduate to college or full-time skilled positions. | Partially |
| 4 | Students improve their behavior. ²⁵ | Insufficient Evidence |
| 5 | Students will attend school regularly. ²⁶ | Yes |
| 6 | Develop a commitment to their families and their communities. | Not historically measured |
| 7 | Become self-directed critical thinkers | Not historically measured |
| 8 | Become collaborative learners and producers. | Not historically measured |
| 9 | Become politically educated adults who believe in their power to individually and collectively change the institutions which govern their lives. | Not historically measured |
| MAPCS – Evans Middle School | | |
| 1 | 70% of students will meet proficiency on the DC-CAS in reading, writing, math and science during the 2007-2008 school year. | No |
| 2 | By June 2008, there will be a 75% decrease in the number of suspensions from the baseline amount in the 1 st quarter. | No |
| 3 | 90% of students will have a 90% average attendance rate during the 2007-2008 school year. | No |
| 4 | An average of 80% of families will participate in school-related activities during the 2007-2008 school year. | Not Historically Measured |
| 5 | 100% of staff will have a 90% attendance rate every year. | Yes |
| 6 | All staff will be required to attend at least two professional development workshops or seminars per year. | Yes |

²³ See Appendix N. This language updated a goal detailed in the school’s charter application to “Improve their academic skills through intensive, personal, technology-based classes with low student-teacher ratios.”

²⁴ See Appendix N. This language updated a goal detailed in the school’s charter application to, “Learn workplace skills in a functioning restaurant, in which they will assume responsibility for all aspects of the business, and through other employment training/exposure opportunities.”

²⁵ See Appendix N. This language consolidated and updated two goals from the school’s charter application: (1) Become effective decision-makers who analyze the short and long-term consequences of their decisions; and (2) Learn nonviolent methods of resolving disputes.

²⁶ See Appendix N.

MAPCS High School Program

1. Students will demonstrate an improved level of academic achievement in reading, writing, and math.²⁷

Assessment: **MAPCS – Evans High School has partially met this goal.** MAPCS – Evans High School’s DC-CAS proficiency rates have remained consistently below the state average, and its students’ median growth percentile on reading and math is below the charter sector average. This performance is consistent with that of alternative education students. Because of the school’s unstable population, and given that the DC-CAS is administered only once in high school (in the tenth grade), the school’s academic growth from year-to-year is difficult to track according to its DC-CAS performance.

Given the school’s unstable population, a better method to assess MAPCS – Evans High School’s impact on its students’ academic growth is to measure student growth from the beginning to end of the academic year. As further detailed below, typically half, and sometimes less than half of MAPCS students demonstrated growth in reading and math over the course of the academic year since 2008-09. MAPCS – Evan High School’s median growth percentile, which compares MAPCS students’ growth on the DC-CAS with other District of Columbia students’ academic growth from the eighth to tenth grade, is particularly low.

Given that MAPCS – Evans High School has been designated as an alternative school by OSSE, that similarly low academic proficiency and growth is characteristic of alternative schools nationally, and that approximately half of MAPCS – Evans High School students show academic growth over the course of each school year, PCSB staff concludes that MAPCS – Evans High School has partially met this goal.

The following section discusses MAPCS – Evans High School’s: (1) DC-CAS proficiency; (2) Median Growth Percentile (“MGP”) as calculated for the PCSB PMF; (3) NWEA MAP scores; and (4) Scantron Performance Series data.

²⁷ See Appendix N. The original language of this goal as detailed in the school’s charter was, “Improve their academic skills through intensive, personal, technology-based classes with low student-teacher ratios.”

DC-CAS Proficiency and Growth

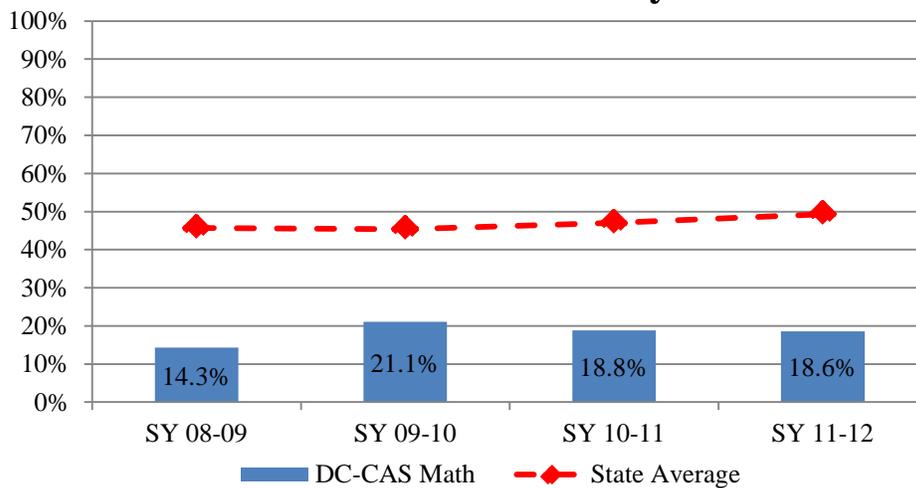
MAPCS – Evans High School’s reading and math proficiency rates have been well below the state reading proficiency rate since 2008-09. Low reading and math proficiency is consistent with the performance of alternative education students nationally.

**MAPCS - Evans High School
DC-CAS Reading Proficiency Rates**



Source: OSSE

**MAPCS - Evans High School
DC-CAS Math Proficiency Rates**



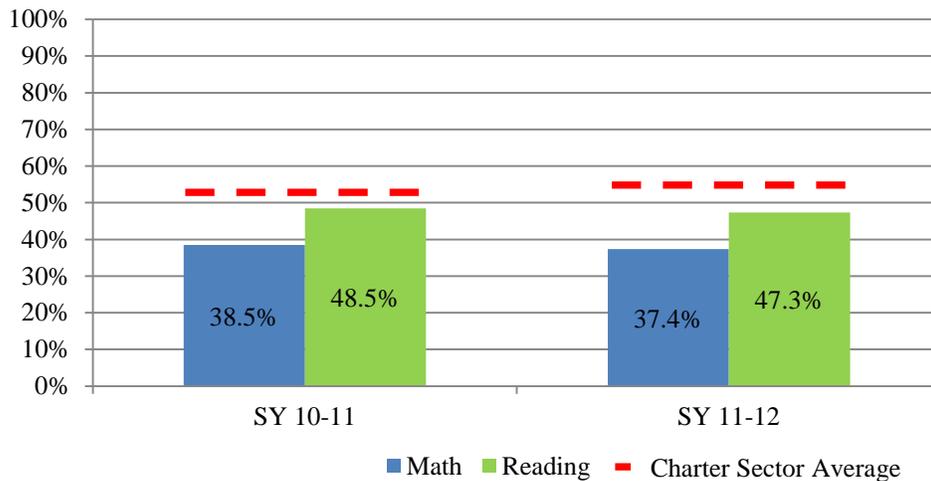
Source: OSSE

MAPCS – Evan High School’s reading and math proficiency is on par with that of other DC traditional and charter schools that self-identify as alternative education programs, as detailed in the chart below.

| DC-CAS Proficiency Rates of Self-Identified Alternative Schools | | | | | |
|---|----------|-----------|---------------|--------------|---------------|
| | PCS/DCPS | 2011 Math | 2012 Math | 2011 Reading | 2012 Reading |
| Maya Angelou PCS – Evans HS | PCS | 18.8% | 18.6% | 21.9% | 10.1% |
| Options PCS | PCS | 13.3% | 6.7% | 14.1% | 5.2% |
| Ballou STAY | DCPS | 11.1% | Not available | 30% | Not available |
| Luke C. Moore High School | DCPS | 17.1% | 7.9% | 37.1% | 22.2% |
| Washington Metropolitan | DCPS | 7.3% | 8.3% | 18% | 10.4% |

The graph below represents MAPCS – Evans High School’s median growth percentage (“MGP”), which is the median of its individual students’ growth percentiles. In reading and math, the median score for MAPCS high school students is below the rate of peers with comparable starting scores.

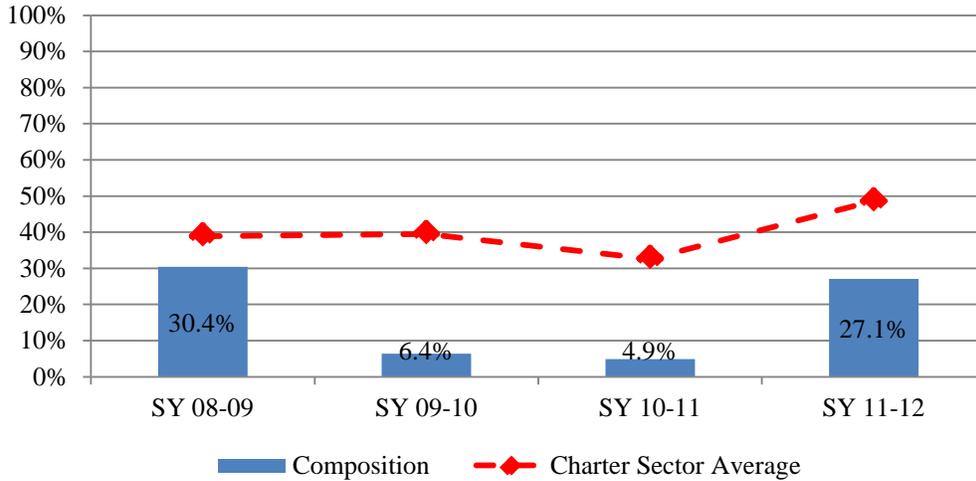
MAPCS - Evans High School DC-CAS MGP - Math and Reading



Source: PMF

MAPCS – Evans High School has performed between 8% and 33% below the state composition proficiency rate since 2008-09. From 2010-11 to 2011-12, MAPCS – Evans High School’s proficiency rate increased by 22.2 percentage points.

MAPCS - Evans High School DC-CAS Composition Proficiency Rates



Source: OSSE

Annual Growth Assessments

From 2008-09 to 2010-11, MAPCS – Evans High School administered the Northwest Evaluation Association’s Measures of Academic Progress (“NWEA MAP”) assessment in the fall and spring to measure a student’s academic growth in reading and math over the course of the academic year. The unit of measure for the assessment is the Rasch unit (“RIT”). The RIT scale ranges from 150 to 300, and student achievement can be measured on it on a continuous scale from third grade throughout high school.

The following table details NWEA normative reading data from 2008, which ties RIT scores to grade levels.²⁸

| 2008 NWEA MAP Reading Norms | | |
|-----------------------------|-------------------|---------------------|
| Grade | Median Fall Score | Median Spring Score |
| 5th | 208 | 212 |
| 6th | 213 | 216 |
| 7th | 217 | 219 |
| 8th | 220 | 223 |
| 9th | 222 | 224 |
| 10th | 226 | 228 |
| 11th | 227 | 228 |

²⁸ See NWEA MAP norms, included in this document as Appendix O.

The following table details MAPCS – Evans High School students’ median fall and spring scores on the NWEA-MAP reading assessment from 2008-09 to 2010-11. MAPCS – Evans High School students have consistently scored at a 5th to 7th grade reading level, consistent with the performance of alternative students nationally.²⁹ In 2008-09 and 2009-10, median scores did not consistently improve from the fall to the spring. In 2010-11, median scores in each grade, except twelfth grade, improved over the course of the year.

| MAPCS – Evans High School NWEA-MAP Reading³⁰ | | | | | | | | |
|--|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | |
| | Median Fall Score | Median Spring Score |
| 2008-09 | 211 | 208 | 214.5 | 217.5 | 215 | 206 | 222 | 215 |
| 2009-10 | 210 | 207 | 213 | 213.5 | 210.5 | 215.5 | 214 | 215.5 |
| 2010-11 | 206 | 208 | 205 | 207 | 212 | 216 | 216 | 215 |

Overall, the scores show that there was generally no improvement from fall to spring in median scores, and in some grade levels there was actually a drop in median scores.

| MAPCS – Evans High School NWEA MAP – Reading Performance | | | | | | |
|---|-----------|-------------|----------|------------|-------------|----------|
| | 9th Grade | | | 10th Grade | | |
| | Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 2008-09 | 46.3% | 6% | 47.8% | 58.6% | 5.2% | 36.2% |
| 2009-10 | 42.9% | 2.6% | 54.5% | 51.7% | 1.7% | 46.6% |
| 2010-11 | 44.3% | 8% | 47.7% | 56.5% | 3.5% | 40% |

| | 11th Grade | | | 12th Grade | | |
|---------|------------|-------------|----------|------------|-------------|----------|
| | Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 2008-09 | 38.6% | 1.8% | 59.6% | 46.5% | 7% | 46.5% |
| 2009-10 | 58% | 2% | 40% | 34.1% | 0% | 65.9% |
| 2010-11 | 65.7% | 3% | 31.3% | 51% | 0% | 49% |

²⁹ See “Alternative Growth Goals for Students Attending Alternative Education Campuses,” included in this document as Appendix P. This study, conducted by the Colorado League of Charter Schools, analyzed the NWEA-MAP scores of alternative students from Arizona, Colorado, Florida, and Ohio, found that ninth, tenth, and eleventh grade alternative students all achieved, on average a 215 on the fall administration of the NWEA-MAP reading assessment, while twelfth grade students averaged a 217. These averages were based on 2005 NWEA-MAP norms, which, according to NWEA’ publication “RIT Scale Norms,” differed “quite modest[ly]” from the 2008 norms.

³⁰ Only students that took this assessment in both the fall and spring are included in this calculation.

The following table details NWEA normative math data from 2008, which ties RIT scores to grade levels.³¹

| Grade | Median Fall Score | Median Spring Score |
|--------------|--------------------------|----------------------------|
| 5th | 212 | 220 |
| 6th | 219 | 225 |
| 7th | 225 | 230 |
| 8th | 230 | 234 |
| 9th | 233 | 236 |
| 10th | 237 | 239 |
| 11th | 239 | 241 |

The table on the following page details MAPCS – Evans High School students’ median fall and spring scores on the NWEA-MAP math assessment from 2008-09 to 2010-11. MAPCS – Evans High School students have consistently scored at a 5th to 7th grade reading level, consistent with the performance of alternative students nationally.³² For the most part, each grade level shows improvement in math proficiency from the fall to the spring administration of the assessment.

| | 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | |
|---------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | Median Fall Score | Median Spring Score |
| 2008-09 | 210 | 214 | 218.5 | 221.5 | 220 | 219 | 227 | 227 |
| 2009-10 | 212.5 | 213 | 217 | 217 | 222.5 | 223.5 | 224.5 | 218 |
| 2010-11 | 211.5 | 211.5 | 209 | 215 | 212 | 217 | 219 | 222 |

³¹ See Scantron Performance Series Norms, included in this document as Appendix Q.

³² See Appendix P. This study found that, on average, alternative ninth grade students scored 224; tenth grade students scored 222; eleventh grade students scored 221; and twelfth grade students scored 223 on the fall administration of the NWEA-MAP math assessment. These averages were based on 2005 NWEA-MAP norms, which, according to NWEA’ publication “RIT Scale Norms,” differed “quite modest[ly]” from the 2008 norms.

³³ Only students that took this assessment in both the fall and spring are included in this calculation.

However, approximately one-third to one-half of students in each grade either did not improve, or decreased on this math assessment from the fall to the spring.

| 2011-12 MAPCS – Evans High School NWEA MAP - Math | | | | | | |
|--|-----------|-------------|----------|------------|-------------|----------|
| | 9th Grade | | | 10th Grade | | |
| | Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 2008-09 | 60.7% | 6.6% | 32.8% | 52% | 6% | 42% |
| 2009-10 | 55.6% | 1.4% | 43.1% | 56.6% | 1.9% | 41.5% |
| 2010-11 | 46.4% | 3.6% | 50% | 65.4% | 2.5% | 32.1% |

| | 11th Grade | | | 12th Grade | | |
|---------|------------|-------------|----------|------------|-------------|----------|
| | Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 2008-09 | 42% | 4% | 54% | 51.3% | 5.1% | 43.6% |
| 2009-10 | 44% | 4% | 52% | 39.3% | 3.6% | 57.1% |
| 2010-11 | 62.5% | 0% | 37.5% | 60.5% | 7% | 32.6% |

In 2011-12, the school began administering the Scantron Performance Series in place of the NWEA MAP. Like the NWEA MAP, the Scantron Performance Series is administered in the fall and spring to measure proficiency growth over the course of the year. It is scored similarly to the NWEA-MAP, on a continuous scale of 1300-3700 that measures proficiency from third grade throughout high school.

The table below details Scantron Performance Series normative reading data, which ties assessment scores to grade levels.³⁴

| Scantron Performance Series Reading Norms | | | | |
|--|---|--|---|--|
| Grade | Fall Grade Level Range | Fall At- Risk Score | Spring Grade Level Range | Spring At- Risk Score |
| 5th | 2457-2844 | <2456 | 2585-2933 | <2584 |
| 6th | 2591-2950 | <2590 | 2677-3010 | <2676 |
| 7th | 2659-2981 | <2658 | 2727-3032 | <2726 |
| 8th | 2747-3047 | <2746 | 2793-3089 | <2792 |
| 9th | 2795-3091 | <2794 | 2829-3123 | <2828 |
| 10th | 2831-3108 | <2830 | 2846-3152 | <2845 |

³⁴ See Appendix Q.

The following table details MAPCS – Evans High School students’ 2011-12 median fall and spring scores on the Scantron Performance Series reading assessment. The scores are below grade level, consistent with the performance of alternative students nationally. Median scores in each grade improved over the course of the year.

| 2011-12 MAPCS – Evans High School Scantron Performance Series Reading Scores³⁵ | | | | | | | |
|--|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | |
| Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score |
| 2722 | 2802 | 2799 | 2820.5 | 2865 | 2876 | 2906.5 | 2932 |

However, the majority of students in each grade either did not improve, or decreased on the reading assessment from the fall to the spring.

| 2011-12 MAPCS – Evans High School Scantron Performance Series - Reading | | | | | |
|--|-------------|----------|------------|-------------|----------|
| 9th Grade | | | 10th Grade | | |
| Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 40% | 40% | 20% | 46.9% | 32.8% | 20.3% |

| 11th Grade | | | 12th Grade | | |
|------------|-------------|----------|------------|-------------|----------|
| Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 41.2% | 35.3% | 23.5% | 22.2% | 42.6% | 35.1% |

The following table details Scantron Performance Series normative math data from 2005-06, which ties assessment scores to grade levels.³⁶

| 2005 Scantron Performance Series Math Norms | | | | |
|--|------------------------|--------------------|--------------------------|----------------------|
| Grade | Fall Grade Level Range | Fall At-Risk Score | Spring Grade Level Range | Spring At-Risk Score |
| 5th | 2323-2535 | <2322 | 2443-2689 | <2442 |
| 6th | 2429-2676 | <2428 | 2528-2798 | <2527 |
| 7th | 2495-2753 | <2494 | 2571-2862 | <2570 |
| 8th | 2559-2841 | <2558 | 2633-2926 | <2632 |
| 9th | 2574-2893 | <2573 | 2620-2967 | <2619 |
| 10th | 2579-2929 | <2578 | 2635-2997 | <2634 |

³⁵ Only students that took this assessment in both the fall and spring are included in this calculation.

³⁶ See Appendix Q.

The following table details MAPCS – Evans High School students’ 2011-12 median fall and spring scores on the Scantron Performance Series math assessment. The scores are below grade level, consistent with the performance of alternative students nationally. Median scores in each grade improved over the course of the year.

| MAPCS – Evans High School Scantron Performance Series Math Scores | | | | | | | |
|--|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | |
| Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score | Median Fall Score | Median Spring Score |
| 2521 | 2557 | 2529 | 2575 | 2549 | 2612 | 2541.5 | 2564.5 |

However, the majority of students in each grade either did not improve, or decreased on the math assessment from the fall to the spring.

| 2011-12 MAPCS – Evans High School Scantron Performance Series - Math | | | | | |
|---|-------------|----------|------------|-------------|----------|
| 9th Grade | | | 10th Grade | | |
| Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 33.3% | 51% | 15.6% | 45.2% | 30.6% | 24.2% |

| 11th Grade | | | 12th Grade | | |
|------------|-------------|----------|------------|-------------|----------|
| Growth | No Movement | Decrease | Growth | No Movement | Decrease |
| 28.8% | 53.8% | 17.3% | 24% | 48% | 28% |

2. Students will master workplace competencies.³⁷

Assessment: **MAPCS – Evans High School has met this goal.**

In its renewal application, MAPCS details how its workplace education programming has developed over the course of its charter. Originally, each student either worked at an in-school catering company³⁸ or at an outside paid internship.³⁹

However, the school found that not all of its students effectively developed their workplace skills in internships in external placements, and that a percentage of students’ internships were terminated due to

³⁷ See Appendix N. The original language of this goal as detailed in the school’s charter was, “Learn workplace skills in a functioning restaurant, in which they will assume responsibility for all aspects of the business, and through other employment training/exposure opportunities.

³⁸ This program ended in 2003-04.

³⁹ See Appendix F.

behavior problems, poor performance, and absenteeism.⁴⁰ To address this, starting in 2004, the school developed an in-school career prep class to complement the internship program. MAPCS – Evans High School students can take this class before being placed in an internship. Since 2008-09, a majority of participating students have passed this course.

| % of Participating Students Passing Career Prep Course | |
|---|-------------|
| 2008-09 | 83% |
| 2009-10 | unavailable |
| 2010-11 | 90% |
| 2011-12 | 62.6% |

Partnership with BUILD

MAPCS’ workplace education programming further developed in 2008-09, when it began a partnership with BUILD, a nonprofit organization that partners with schools serving under-resourced youth to teach them business concepts through an entrepreneurial curriculum through which students develop and launch their own business, as well as compete in an entrepreneurial competitions against other BUILD partner schools.⁴¹

The percent of MAPCS – Evans High School students participating in the BUILD program has increased since 2008-09, with approximately 25% of students participating in 2011-12. A majority of students who participate pass the class.

| % of Participating Students Passing BUILD Course | |
|---|-----|
| 2008-09 | 61% |
| 2009-10 | 88% |
| 2010-11 | 73% |
| 2011-12 | 77% |

Internship Program

Beginning in 2011-12, eleventh and twelfth grade students were required to pass a work readiness assessment to be eligible to be placed in an internship. In that year, eleventh and twelfth grade students scored, on average, 77.5% on this assessment, resulting in 75% of eleventh grade students and 80% of twelfth grade students eligible for an internship. MAPCS did not provide information about how many of its students participate in internships.

⁴⁰ See Appendix F, p. 12.

⁴¹ See BUILD’s website at www.build.org.

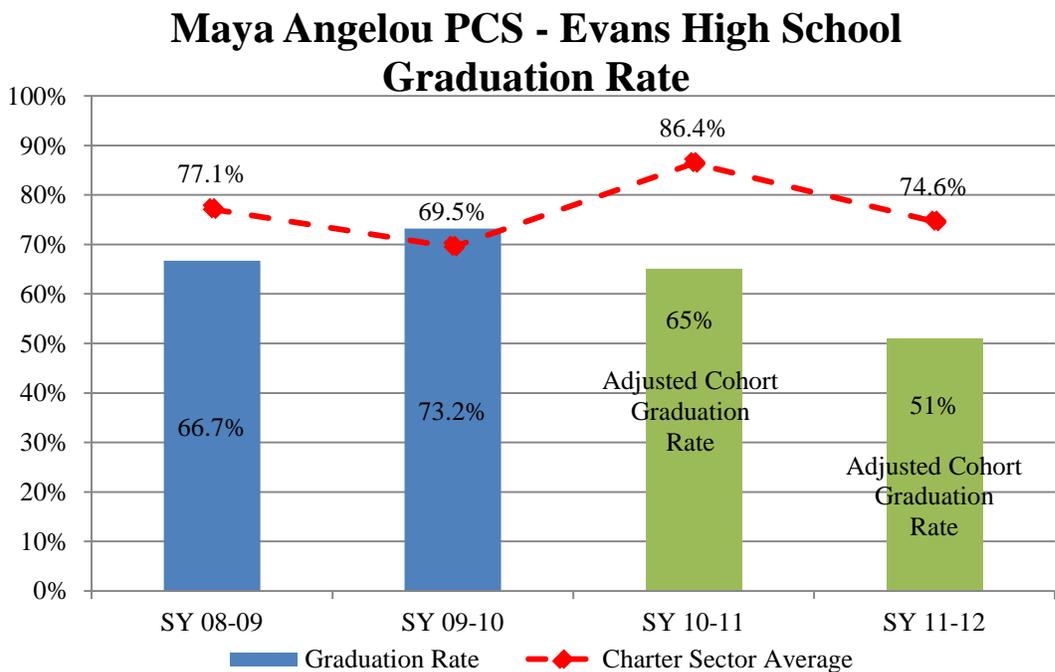
3. Graduate to college or full-time skilled positions.

Assessment: **MAPCS – Evans High School has partially met this goal.** MAPCS’ graduation rate is consistent with that of alternative students nationally. Additionally in most years over half of students went on to attend at least one semester of post-secondary education, though this was much lower for 2011-12. According to MAPCS’ alumni records, since 2008-09 few of its alumni have persisted in a two- or four-year postsecondary program through the fourth semester, and none have earned a degree from such a program. The school does not provide information regarding its alumni employment rate.

In its renewal application, MAPCS details two components of this goal: (1) students will complete their high school education; and (2) graduates will prepare to enter college or the workforce. Both components are discussed below.

Students will Complete their High School Education

MAPCS – Evans High School’s graduation rate is consistent with alternative schools nationally; it is considerably lower than the charter sector average..



Source: OSSE

MAPCS notes in its renewal application that the Adjusted Cohort Graduation Rate (“ACGR”) does not accurately capture their high school completion rates because it only accounts for students that complete high school within four years. MAPCS reports that many of its students, consistent with alternative students nationally, will take five or six years to finish its high school program, or will complete their high school education by passing the GED. Calculations from OSSE indicate that, on average, a DC high school’s 2010-11 graduation rate would have risen five percentage points if students graduating in five years were included.

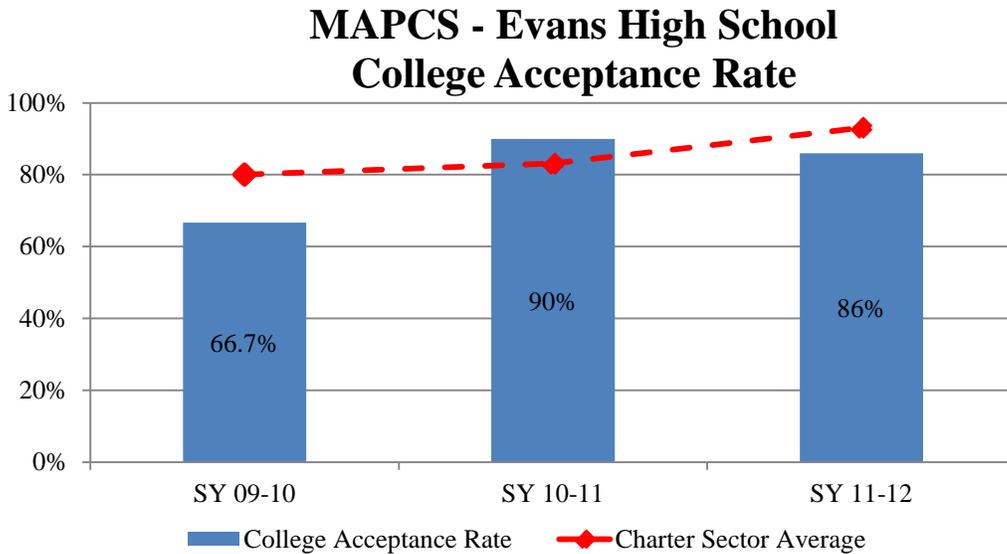
The school reports, but did not provide supporting data to validate, that over the past two academic years, 44 of its students have graduated from MAPCS after five or six years in high school.

Graduates Will Prepare to Enter College or the Workforce

MAPCS cites in its renewal application that its primary measure for college or workplace preparedness is its graduates’ post-secondary status and their college persistence. Those indicators are discussed below, as well as the school’s PSAT and SAT performance. Unfortunately, MAPCS did not submit data on workforce outcomes of its graduates, despite this being a charter goal.

College Acceptance Rate

Since 2009-10, MAPCS – Evans High School exceeded the charter sector college acceptance average once, in 2010-11, and performed between 7% and 14% below the average in 2011-12 and 2009-10, respectively.



Source: PMF (2010-11 and 2011-12); MAPCS Annual Report (2009-10)

Secondary Program Persistence

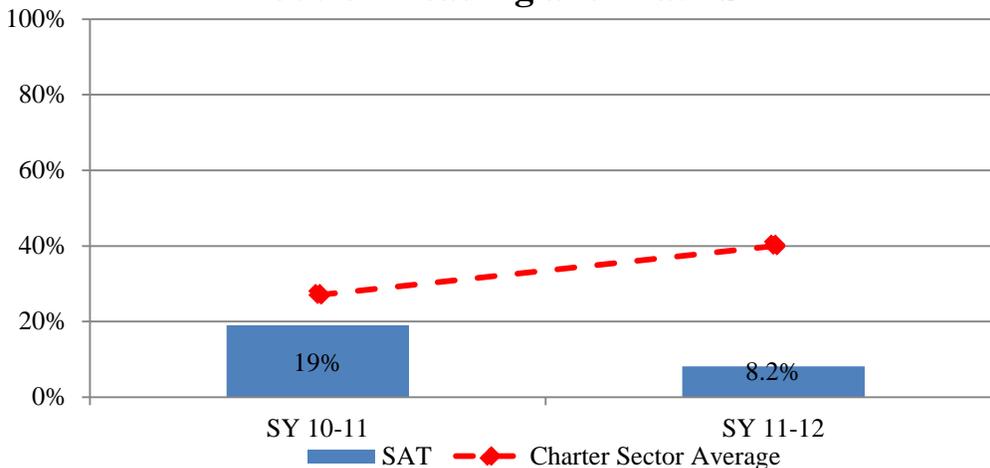
The table below details the number of MAPCS – Evans High School graduates that enrolled in college, as well as the number that enrolled in subsequent college semesters. While over 75% of these graduates have enrolled in a two- or four-year secondary program each year from 2008-09 to 2010-11, most do not persist through two years of postsecondary programming, and none have earned a postsecondary two- or four-year degree. MAPCS reports that three of its alumni that graduated in 2008-09 to present have earned a one-year professional certification.

| | MAPCS graduates enrolled in secondary program | | Enrolled in second semester of secondary program (school-reported) | Enrolled in third semester of secondary program (school-reported) | Enrolled in fourth semester of secondary program (school-reported) |
|---------|---|---------------------------------|--|---|--|
| | MAPCS Internal Records | National Student Clearing House | | | |
| 2008-09 | 42 of 50 | 31 of 40 | 28 | 22 | 15 |
| 2009-10 | 50 of 66 | 38 of 66 | 34 | 13 | 11 |
| 2010-11 | 39 of 52 | 33 of 52 | 24 | 19 | 2 |
| 2011-12 | Not provided | 19 of 52 | Not provided | Not provided | Not provided |

SAT Performance

MAPCS – Evans High School has performed below the charter sector SAT average in 2010-11 and 2011-12. Its low performance on the SAT is consistent with the performance of alternative students nationally.

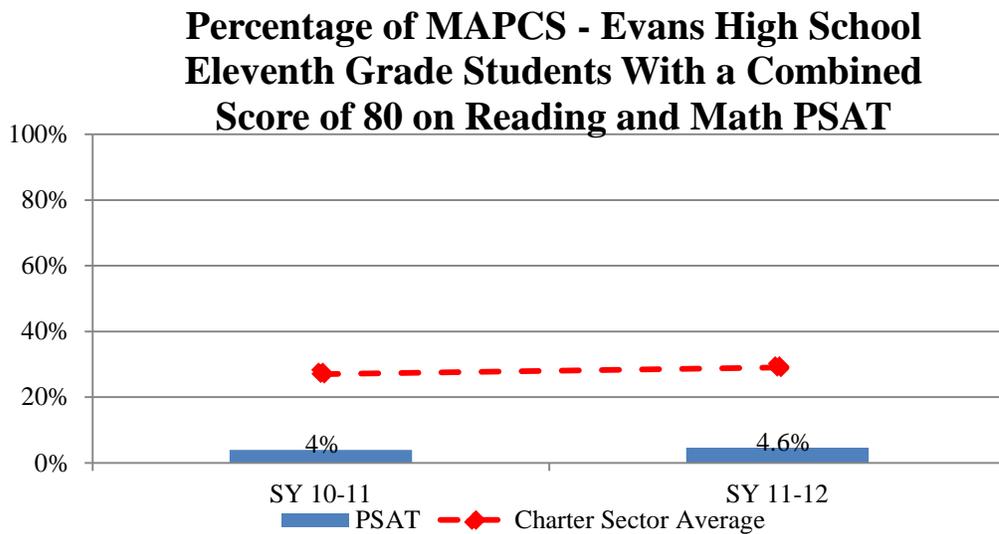
Percentage of MAPCS - Evans High School Twelfth Grade Students With Combined Score of 800 on Reading and Math SAT



Source: PMF

PSAT Performance

MAPCS – Evans High School has performed below the charter sector PSAT average in 2010-11 and 2011-12. Its low performance on the PSAT is consistent with the performance of alternative students nationally.



Source: PMF

4. Students improve their behavior.⁴²

Assessment: **There is insufficient evidence to assess this goal.**

In its renewal application, MAPCS – Evans High School does not present sufficient evidence to support that its programming improves its students’ behavior. As part of its enrollment procedure, the school documents each entering student’s suspension and expulsion history. The school reported that 46% of its high school students that had long-term suspensions at a prior school never had a disciplinary infraction at MAPCS – Evans High School,⁴³ a claim which PCSB was unable to validate.

Additionally, MAPCS details suspensions rate on a grade-by-grade basis to illustrate that as students progress through its high school programs, the suspension rate decreases. However, consistent with MAPCS – Evans High School’s status as an alternative school, its supporting discipline data indicates that its student population changes significantly each year, with new students entering and other students exiting the program throughout each grade. As such, a decrease in suspensions from one year to the next does not demonstrate improved student behavior.

⁴² See Appendix N. Two goals from the school’s charter application were consolidated into this accountability plan goal: (1) Become effective decision-makers who analyze the short and long-term consequences of their decisions; and (2) Learn nonviolent methods of resolving disputes.

⁴³ See Appendix F.

| # of Out-of-School Suspensions by Class | | | | |
|--|------------------|-------------------|-------------------|----------------------|
| | 9th Grade | 10th Grade | 11th Grade | Twelfth Grade |
| 2008-09 | 89 | 70 | 68 | 24 |
| 2009-10 | 45 | 15 | 13 | 5 |
| 2010-11 | 62 | 55 | 17 | 6 |
| 2011-12 | 66 | 68 | 42 | 24 |

Data has not been validated by PCSB

Finally, the school presents the suspension rates of ninth and twelfth grade students to support that its students with the longest tenure at the school have a lower suspension rate. However, given the school's changing population, along with a general trend that twelfth grade students are suspended less than ninth grade students, this does not clearly support that students' behavior improves as they progress through the school.

| Comparison of 9th and 12th Grade MAPCS – Evans High School Out-of-School Suspension Rates | | |
|--|--|--|
| | Ninth Grade Suspension Rate | Twelfth Grade Suspension Rate |
| 2008-09 | 41% | 28% |
| 2009-10 | 21% | 8% |
| 2010-11 | 31% | 12% |
| 2011-12 | 67% | 30% |

Data has not been validated by PCSB

Suspension and Expulsion Rates

The following tables detail MAPCS Evans – High School's discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that MAPCS' rate is above the charter sector average. The school's higher suspension and expulsion rates are consistent with observed higher discipline rates found in many alternative schools nationally.

| Percent of Students with 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% |
| MAPCS – Evans High School | 24.9% | N/A | 42% | 24.8% |

Source: ProActive

| Percent of Students with 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% |
| MAPCS – Evans High School | 0.2% | N/A | 3% | 3.9% |

Source: ProActive

| Percent of Students Expelled | SY 09-10 | SY 10-11 | SY 11-12 | SY 12-13 (through December) |
|----------------------------------|----------|----------|-------------|-----------------------------|
| Charter Sector Average | | | 0.7% | 0.2% |
| MAPCS – Evans High School | 1% | 3% | 1% | 2.3% |

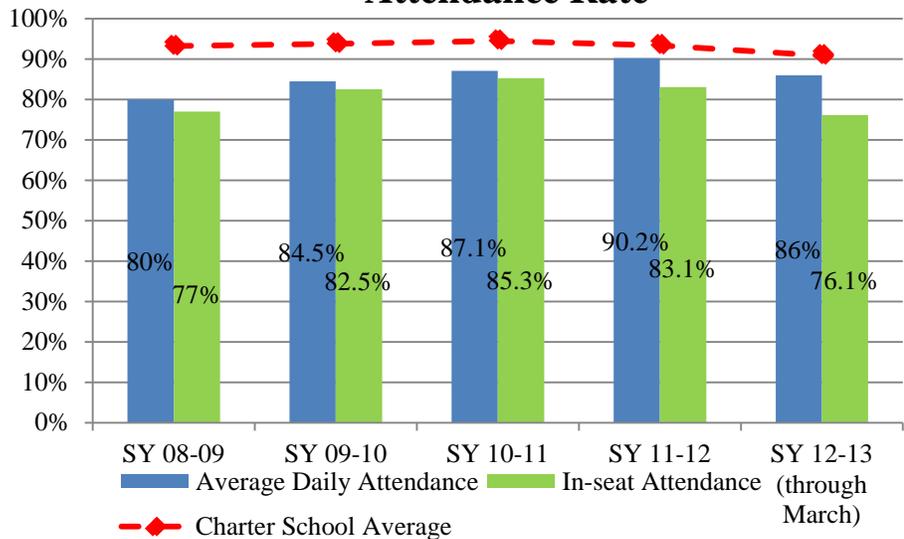
Source: ProActive

5. Students will attend school regularly.

Assessment: **MAPCS – Evans High School has met this goal.**

MAPCS – Evans High School’s attendance is lower than the charter sector average. Lower attendance rates are often found in alternative schools nationally. However, significantly MAPCS – Evans High School students’ average daily attendance rate increased from 2008-09 to 2011-12. Additionally, despite its alternative status, in 2011-12 and 2012-13 (through March), the school’s average daily attendance rate approached that of the charter sector average, with a 3.2 and 4.9 percentage point difference in each year. Because of this, PCSB finds that the school met this attendance goal.

Maya Angelou PCS - Evans High School Attendance Rate



Source: ProActive (in-seat attendance rates have not been validated)

6. Become self-directed critical thinkers.

Assessment: This goal has not been historically measured.

7. Become collaborative learners and producers.

Assessment: This goal has not been historically measured.

8. Become politically educated adults who believe in their power to individually and collectively change the institutions which govern their lives.

Assessment: **This goal was not historically measured.**

9. Develop a commitment to their families and their communities.

Assessment: **This goal was not historically measured.**

MAPCS – Middle School

In its application to amend its charter to operate a middle school, MAPCS detailed six goals for the middle school that were specific to the 2007-08 school year. However, for the purposes of this review, PCSB did not limit its analysis to that school year. The middle school is not considered an alternative school by OSSE or PCSB.

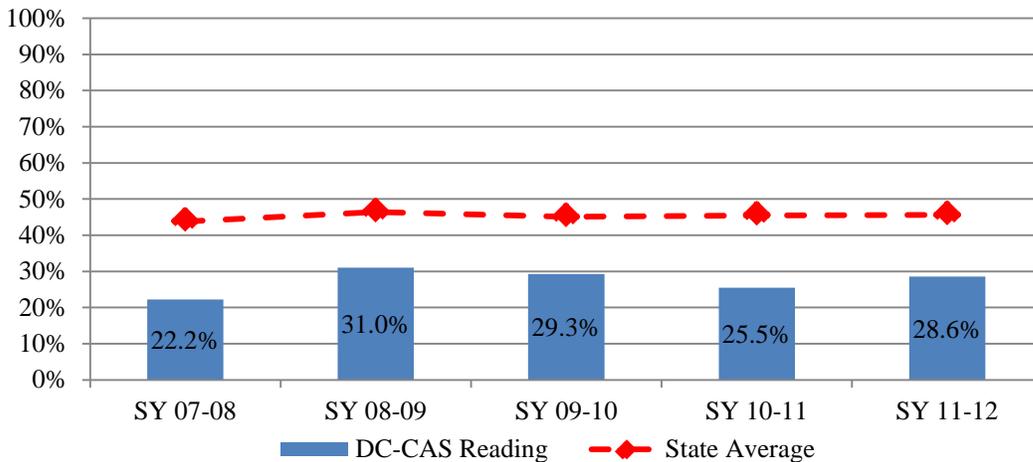
1. 70% of students will meet proficiency on the DC-CAS in reading, writing, math and science during the 2007-2008 school year.

Assessment: **MAPCS – Evans Middle School has not met this goal.** The school has not achieved 70% proficiency in reading, writing, math and science since 2007-08.

Reading Proficiency

MAPCS – Evans Middle School has performed between 15% and 21% below the state reading proficiency rate since 2007-08.

Maya Angelou PCS - Evans Middle School DC-CAS Reading Proficiency Rates

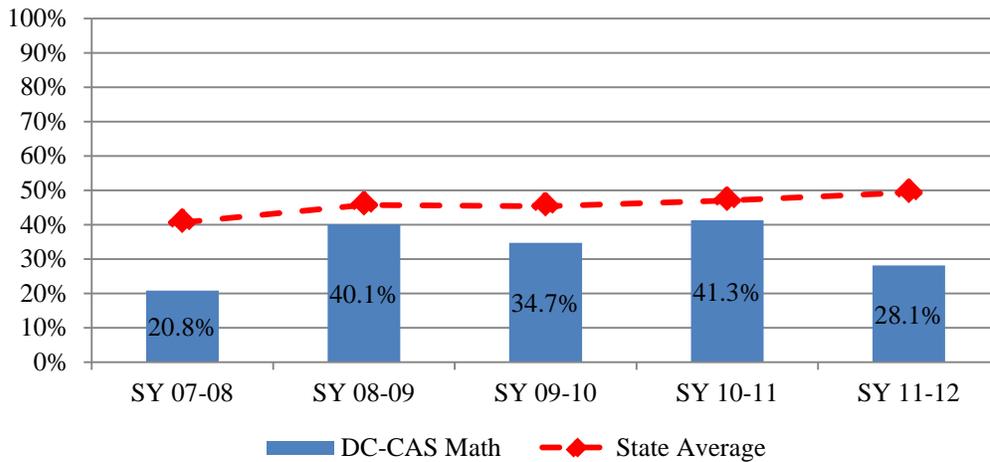


Source: OSSE

Math Proficiency

MAPCS – Evans Middle School has performed between 5% and 21% below the state math proficiency rate since 2007-08. Its math proficiency dropped by 13.2 percentage points from 2010-11 to 2011-12.

**Maya Angelou PCS - Evans Middle School
DC-CAS Math Proficiency Rates**

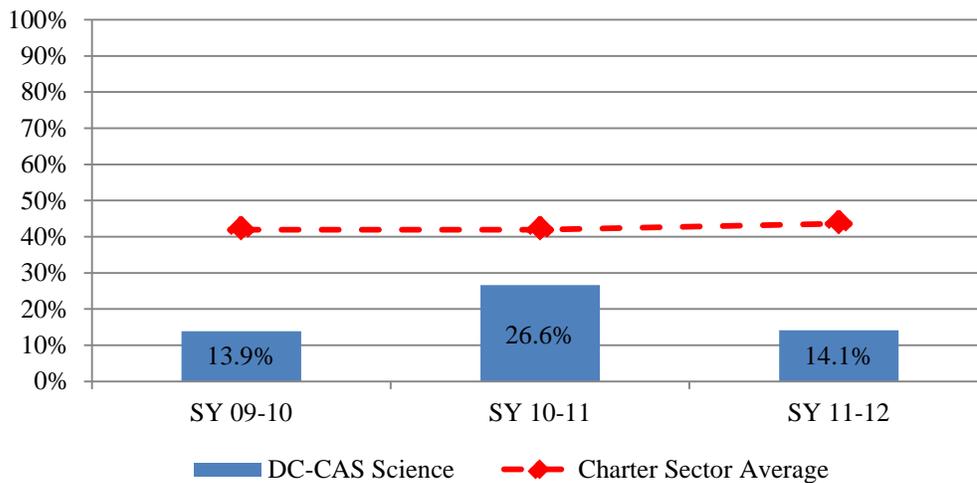


Source: OSSE

Science Proficiency

MAPCS – Evans Middle School has performed between 15% and 29% below the state science proficiency rate since 2009-10, when it first had an eighth grade class (the only grade at MAPCS – Evans Middle School that takes the DC-CAS science assessment).

**Maya Angelou PCS - Evans Middle School
DC-CAS Science Proficiency Rates**

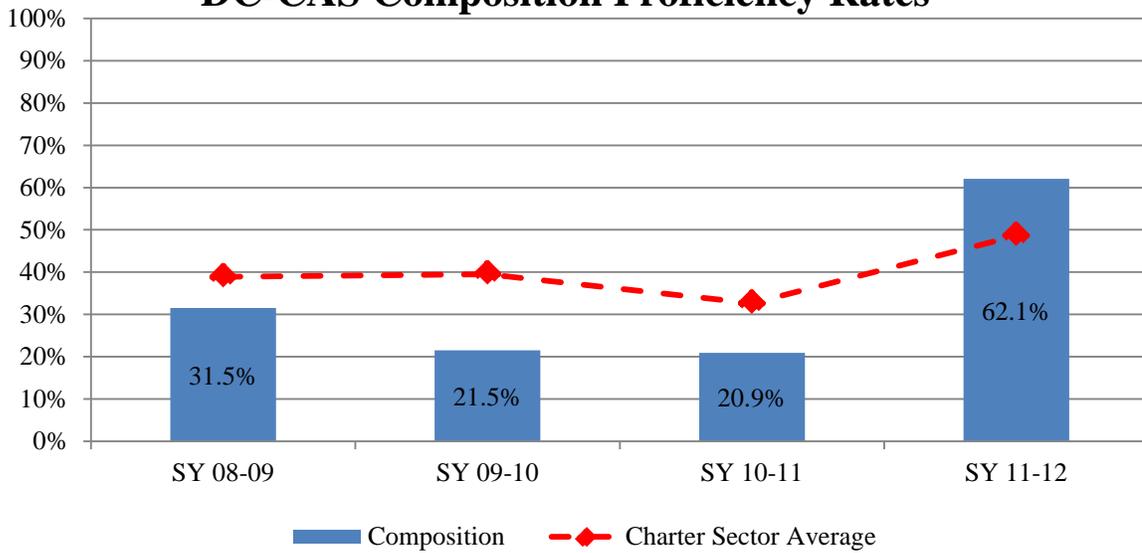


Source: OSSE

Composition Proficiency

MAPCS – Evans Middle School exceeded the charter sector composition proficiency rate in 2011-12, but performed between 7% and 26% below that rate between 2007-08 and 2010-11.

**Maya Angelou PCS - Middle School
DC-CAS Composition Proficiency Rates**



Source: OSSE

- 2. **By June 2008, there will be a 75% decrease in the number of suspensions from the baseline amount in the 1st quarter.**

Assessment: **MAPCS – Evans Middle School has not met this goal.** Since 2007-08, the school has not achieved a 75% decrease in suspensions from the baseline rate established in the first quarter of school.

MAPCS provided the number of suspensions in its middle school program during the first quarter and the fourth quarter. This rate declined in two of the previous five years, but never by the rate detailed in the school’s goal.

| MAPCS – Evans Middle School Number of Out-of-School Suspensions | | | |
|--|---------------|----------------|----------|
| | First Quarter | Fourth Quarter | % Change |
| 2007-08 | 17 | 9 | - 47% |
| 2008-09 | 30 | 38 | + 26% |
| 2009-10 | 0 | 26 | n/a |
| 2010-11 | 47 | 25 | - 47% |
| 2011-12 | 75 | 122 | +62% |

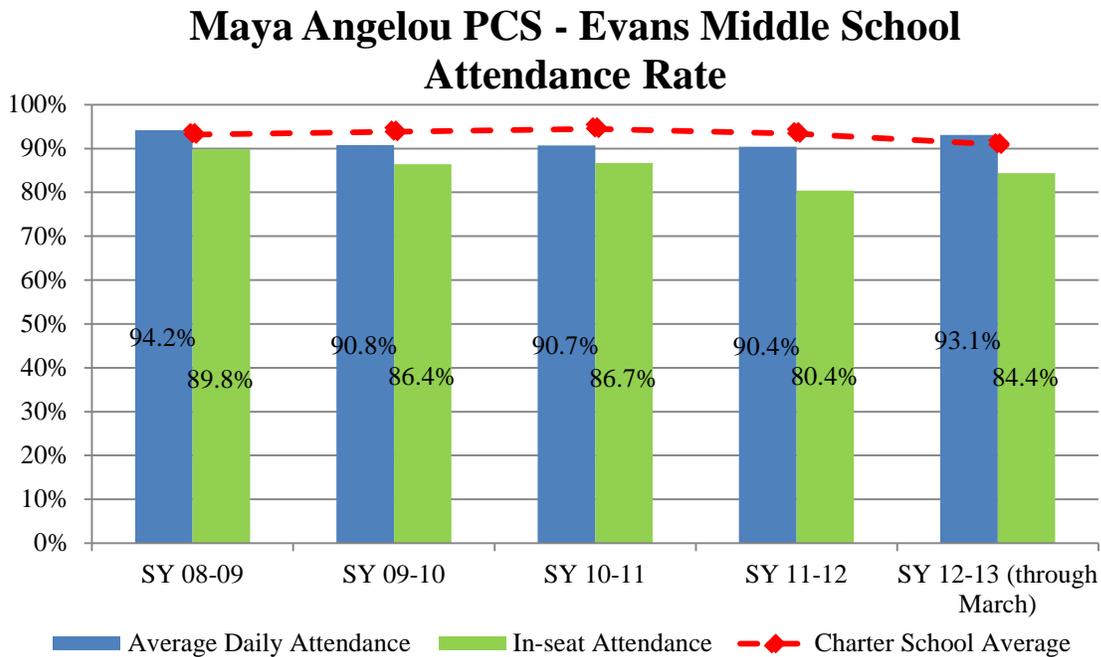
Data not validated by PCSB

3. 90% of students will have a 90% average attendance rate during the 2007-2008 school year.

Assessment: **MAPCS – Evans Middle School has not met this goal.** While the school has maintained an average daily attendance rate close to 90% over the past five years, it reports in its renewal application that 90% of its middle school students have not maintained a 90% average attendance rate during this time.

Student Attendance

MAPCS – Evans Middle School’s attendance rate was below the charter sector average every year since 2009 -10.



Source: ProActive. In-seat attendance has not been validated.

4. An average of 80% of families will participate in school-related activities during the 2007-2008 school year.

Assessment: **This goal has not been historically measured.**

In its renewal application, MAPCS stated that it has “not historically measured this goal in a way that we can definitively confirm” it has been met. However, it notes that “in the 2007-08 school year, sign-in records indicate that over 80% of families...participated in at least one, if not more, school-related activity.”⁴⁴

⁴⁴See Appendix F.

5. 100% of staff will have 90% attendance rate every year.

Assessment: **MAPCS – Evans Middle School has met this goal.** 100% of the school’s staff has at least a 90% attendance rate.⁴⁵

6. All staff will be required to attend at least two professional development workshops or seminars per year.

Assessment: **MAPCS – Evans Middle School has met this goal.**

MAPCS produced the school’s professional development calendars as evidence that it had met this goal.⁴⁶ In its renewal application, it notes that this professional development has focused on “socio-emotional learning and improving classroom instruction through Marzano professional development.”⁴⁷ Additionally, over the past three years, it has participated in the Achievement Network and The New Teacher Project consortia.

Qualitative Evidence

During MAPCS – Evan Middle School’s Qualitative Site Review conducted in 2012-13, the PCSB review team found evidence to support that MAPCS has met this goal. A selection of this evidence from this review is as follows.

The PCSB team “reviewed the school’s professional development calendar, which reflected an emphasis on improving the quality of classroom instruction and serving students’ various needs. Professional development includes a summer institute and continues in weekly and monthly sessions throughout the year. The academic dean plans and implements professional development events and coordinates support to teachers based on teacher feedback and classroom observations...professional development has focused on the following topics: Danielson’s Framework of Teaching Model, Addressing the Whole Child, Whole Adult, and the effective use of data for instructional planning.”⁴⁸

⁴⁵ See MAPCS employee attendance data, included in this document as Appendix R.

⁴⁶ See MAPCS professional development calendars, included in this document as Appendix S.

⁴⁷ See Appendix F.

⁴⁸ See MAPCS Qualitative Site Review, included in this document as Appendix T.

MAPCS – Adult Learning Center

MAPCS opened a third campus, the MAPCS – Adult Learning Center, in 2012-13. Because it has been in operation for one school year, the performance of this campus is not considered as part of the school’s renewal decision.

In its application to amend its charter to operate an adult program, MAPCS, as advised by PCSB, did not detail goals and expectations, with the understanding that they would be evaluated by the Adult Education PMF that was under development at the time.⁴⁹ At the time this report was published, PCSB’s Adult PMF was still under development. PCSB is working with the school to develop measurable goals to be assessed in the interim.

⁴⁹ See MAPCS Charter Amendment, pp. 9-10, included in this document as Appendix U.

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.⁵⁰ The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether MAPCS has consistently complied with these laws over the past fifteen years.

General Laws

In its 2012-13 Compliance Review, PCSB found that MAPCS was in full compliance with all applicable laws.⁵¹ However, in previous years, MAPCS was not in full compliance with all laws, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.⁵² To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members 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.

In 2008-09 MAPCS – Evans High School did not conduct a fire drill in the first ten days of school.⁵³ In the same year, MAPCS – Evans Middle School did not have a valid Certificate of Occupancy or a Basic Business Licensing certificate on file at the time of the compliance review.⁵⁴

In February 2012, the PCSB Board voted to issue a Notice of Concern to MAPCS for its failure to possess a valid Certificate of Occupancy that reflected that the school site could adequately accommodate its students.⁵⁵ In August 2012, the PCSB Board voted to lift this Notice of Concern, noting that MAPCS had cured this point of noncompliance and possessed a valid Certificate of Occupancy.⁵⁶

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process⁵⁷ and that students and parents are made aware of these due process safeguards. Over the past five years, MAPCS has had

⁵⁰ SRA § 38.1802.12 (c)(2)

⁵¹ See Maya Angelou PCS 2012-13 compliance reviews, included in this document as Appendix V.

⁵² SRA § 38.1802.04 (c)(4)(A).

⁵³ See 2008-2009 Chart of Compliance Review Concerns & Remediation Steps, included in this document as Appendix W.

⁵⁴ See Appendix W.

⁵⁵ See letter from Brian Jones (PCSB Board Chair) to Heather Wathington (MAPCS Board of Trustees Chair), March 15, 2012, included in this document as Appendix X.

⁵⁶ See PCSB Board August 2012 minutes, included in this document as Appendix Y.

⁵⁷ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

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. MAPCS has been compliant with these requirements over the last five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.⁵⁸ MAPCS has been in compliance with these requirements over the past five years.

Title I of the Elementary and Secondary Education Act

Because MAPCS 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.⁵⁹ In 2008-09, MAPCS did not notify parents of their right to request information about their child’s teacher in a timely manner.⁶⁰

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.⁶¹ There is no indication that MAPCS 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.⁶² MAPCS has been compliant with these requirements over the last five years.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁶³ and Section 504 of the Rehabilitation Act of 1973.⁶⁴ In 2012, PCSB conducted a desktop audit to

⁵⁸ 20 U.S.C. § 1232g

⁵⁹ 20 U.S.C. § 6300, *et. seq.*

⁶⁰ See Appendix W.

⁶¹ 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.

⁶² SRA § 38-1802.05 (a).

⁶³ 20 USC §1413(a)(5).

⁶⁴ 20 USC §794.

assess MAPCS’ compliance with these laws and the educational progress of its special education students.⁶⁵

Academic Performance of MAPCS 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 a school’s students with disabilities performed on the DC-CAS.

| MAPCS – Evans High School Special Education Proficiency | | | | |
|--|---|---|--|--|
| Year | Reading proficiency rate of MAPCS – Evans High School students with disabilities | State reading proficiency rate of students with disabilities | Math proficiency rate of MAPCS – Evans High School students with disabilities | State math proficiency rate of students with disabilities |
| 2010-11 | 6% | 16% | Not enough students for a subgroup | 19% |
| 2011-12 | Not enough students for a subgroup | 17% | 7% | 20% |

In 2011 and 2012, respectively, there was a 22% academic achievement gap in reading, and a 19% academic achievement gap in math, between MAPCS – Evans High School students with disabilities and the school’s general population.

| MAPCS – Evans Middle School Special Education Proficiency | | | | |
|--|---|---|--|--|
| Year | Reading proficiency rate of MAPCS – Evans Middle School students with disabilities | State reading proficiency rate of students with disabilities | Math proficiency rate of MAPCS – Evans Middle School students with disabilities | State math proficiency rate of students with disabilities |
| 2010-11 | 8% | 16% | 28% | 19% |
| 2011-12 | 4% | 17% | 6% | 20% |

From 2010 to present, a persistent academic achievement gap, ranging from 17% to 33% exists between MAPCS – Evans Middle School students with disabilities and the school’s general population.

Compliance Review of MAPCS by DC Office of the State Superintendent of Education

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

In 2010, OSSE determined that MAPCS was 64% compliant with special education requirements, with OSSE noting that the school “Needs Assistance” in fulfilling applicable federal and local special education

⁶⁵ See Maya PCS – Online Desktop Audit, attached to this document as Appendix Z.

regulations.⁶⁶ OSSE noted in this report that less than 75% of the student files it reviewed were not in compliance, and that the school had over five LEA-level points of noncompliance (these were all related to its management of federal special education funding).⁶⁷ Additionally, this report noted that less than 90% of the points of noncompliance were corrected within one year of being identified. According to OSSE, MAPCS has since corrected these points of incompliance.

Two years later, in 2012, OSSE identified two points of IDEA noncompliance: the school had not reevaluated its special education students in a timely manner, or provided adequate secondary transition services to special education students exiting its programming. The school is currently under review by OSSE to ensure that it has corrected these points of noncompliance.

Charter Application/Amendment Language

Another component of the desktop audit includes reviewing a school's charter to ensure that references to students with disabilities are in line with special education laws. MAPCS' charter application does not specifically address how it will serve students with disabilities. Its 2010 charter amendment through which it established its Adult Learning Center details the following regarding special education:

Based on our experience at Evans and the Academy, and the relatively limited availability of public programs for students with disabilities who have left traditional high schools, we anticipate that as many as 50% of our students will have been identified as having special needs at one time in their educational career. We will provide a continuum of services to address the needs of these students.⁶⁸

PCSB encourages the school to update its charter to describe how it will implement a full continuum of services for its special education students, along with the resources it will use to do so.

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. Before 2009-10, MAPCS did not report its \$25,000+ procurement contracts its annual financial audits. From 2009 through 2011, the school entered into nine such contracts, and submitted all corresponding Determinations and Findings forms to PCSB for

⁶⁶ See 2010 OSSE report, included in this document as Appendix AA. 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.

⁶⁷ See Appendix AA.

⁶⁸ See Appendix U.

review. Last year, according to Maya Angelou PCS's 2011-12 financial audit, the school entered into three such contracts, and submitted all corresponding Determinations and Findings forms to PCSB.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁶⁹ Over the past four years, MAPCS 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 \$500.⁷⁰ MAPCS has fulfilled this requirement by reporting this information in its annual reports.

⁶⁹ SRA §38-1802.04(c)(11)(ix).

⁷⁰ 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 renewal process, PCSB has reviewed MAPCS's financial record regarding these areas.

Adherence to Accounting Principles

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

Fiscal Management

Per its audited financial statements, MAPCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance 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

MAPCS is a subsidiary of See Forever, the nonprofit corporation through which the school was founded. A review of annual audits indicates MAPCS, when considered alone, is not independently economically viable, but is economically viable with the support of See Forever.⁷¹ One indicator of economic viability is a positive year-end annualized net income. MAPCS produced four consecutive positive net income results in the past five audited financial periods. In FY2012, the school produced a positive net income result of about \$350,000, compared to approximately \$10,000 in the prior fiscal year. In the same year, See Forever produced a \$6.7 million net income result.

Another indicator of economic viability is total net asset reserves. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. In FY2008, MAPCS held a negative \$741,000 total net asset position. Since then, the school strengthened its total net asset reserves to approximately \$82,000 in FY2012 due to the continual positive net income results. The school's total net asset reserves in FY2012 equals approximately 2.7 days of expenditures with monthly expenditures averaging \$909,000.

⁷¹ See MAPCS activities and financial analysis sheet, included in this document as Appendix BB.

Despite the school's low net asset reserves, See Forever's net asset position is strong, with \$9.7 million in reserves in FY2012, compared to \$3.2 million in FY2011. When considered together, See Forever and MAPCS' total net asset reserves in FY2012 equals approximately 7 months of combined expenditures with monthly expenditures averaging about \$1.3 million. MAPCS' net income and cumulative reserves, along with the cumulative reserves of both the school and the foundation are detailed in the table below.

| Fiscal Period | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|-------------|-------------|-------------|-------------|-------------|
| Net Income (School Only) | \$(363,439) | \$206,134 | \$256,570 | \$9,772 | \$349,943 |
| Cumulative Reserves (School Only) | \$(740,688) | \$(534,554) | \$(277,984) | \$(268,212) | \$81,731 |
| Cumulative Reserves (Combined School and Foundation) | \$2,642,458 | \$2,931,949 | \$3,414,170 | \$2,942,492 | \$9,687,783 |

Net working capital⁷² and liquidity ratio⁷³ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. Over the past five fiscal years, MAPCS' net working capital has increased from negative \$1.1 million in FY 2008 to negative \$360,000 in FY 2012, as detailed in the table below. However, when considering the current assets and liabilities of both the foundation and school, their total net working capital stood at about \$8.4 million in FY2012, up from \$168,000 in FY2008. Despite MAPCS' negative net working capital, See Forever's net working capital indicates its ability to meet the immediate financial obligations of MAPCS.

A liquidity ratio greater than one also points to a school's ability to satisfy its immediate financial obligations. MAPCS' liquidity ratio (detailed in the table below) strengthened from a weak 0.23 in FY2008 to adequate 0.68 in FY2012. See Forever's liquidity ratio has exceeded one for the past five fiscal years, and spiked to 8.45 in FY2012 after selling the building that had housed its Shaw campus

| Fiscal Period | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---------------|---------------|-------------|-------------|-------------|
| Net working capital | \$(1,107,206) | \$(1,032,895) | \$(765,542) | \$(760,532) | \$(359,610) |
| Liquidity ratio | 0.23 | 0.27 | 0.34 | 0.39 | 0.68 |
| Liquidity ratio (Combined School and Foundation) | 1.09 | 1.50 | 2.15 | 1.47 | 8.45 |

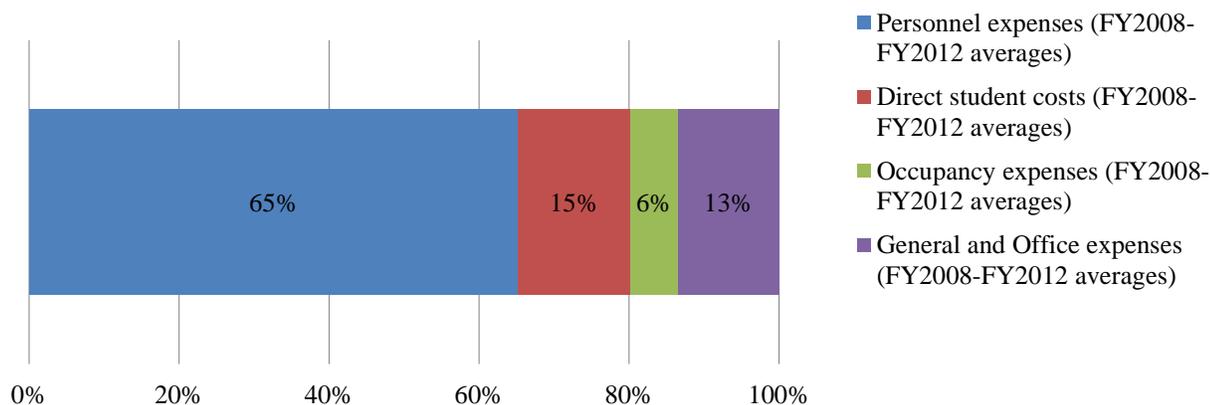
MAPCS has weak liquidity and solvency. However, See Forever has sufficient liquidity and net asset reserves to support the school's short- and long-term obligations if necessary. From FY2008 to FY2012,

⁷² To calculate net working capital, subtract current liabilities from current assets.

⁷³ To calculate a liquidity ratio, divide current assets by current liabilities.

Maya Angelou PCS’s personnel expenses averaged approximately 66%, which was followed by direct student costs at about 15%, general and office expenses at about 13%, and occupancy expenses at about 6%. ⁷⁴ Program service costs and general and office expenses are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

MAPCS Expenditures as % of Revenues (FY2008 - FY2012 averages)⁷⁴



⁷⁴ Note that the expenditures as a percentage of revenue do not equal 100% because revenues exceeded expenditures on average. Also, FY2008 and FY2009 functional expenditure categories were based on those in the FY 2012 audit.