

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Howard Road Academy Public Charter School

Background

Howard Road Academy (HRA) was chartered by the District of Columbia Public Charter School Board in June 2000. It is in its eleventh year of operation. The mission statement is "...committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools – No exceptions, No excuses!" HRA currently serves 816 students in Pre-school – 8th grades and operates three campuses in wards 7 and 8. HRA is accredited to serve grades K – 7, through the Middle States Association of Colleges and School Commission on Elementary Schools until May 2015.

HRA is governed by a Board of Trustees consisting of 11 members. The school's governance structure was out of compliance with the School Reform Act's board composition requirements in SY 2010-2011 and at the beginning of 2011-2012. HRA addressed this issue by voting in new members at its December 12, 2012 board meeting. The board utilizes the services of Mosaica Education, a charter management organization. HRA filed a charter amendment in 2008 and was approved to assume operations of the Washington Academy Public Charter School.

HRA has not met AYP since 2007. The Main campus serves 536 students in Pre k – 6th and is in "Corrective Action". The Martin Luther King (MLK) campus serves 128 students in grades 6th – 8th and is "In Need of Improvement Year 1." The Pennsylvania Campus serves 134 students in PS – 3rd grade. As of 12/29/11 Howard Road Academy PCS-Main Campus had an overall student enrollment of 513 students of which 11% (55 of 513) have been determined eligible for special education services. The school serves special education service levels 1 through 4. Howard Road Academy PCS—Main Campus received an overall special education review score of 30 of 39 points which means the overall quality of the special education program is *Adequate*.

The main campus participated in a Program Development Review in October 2011. The review cited mass change throughout the school including staffing, a developing instructional philosophy, a number of new curricular programs, assessments, a new approach to instructional oversight, with gaps in curricular alignments. Data was not readily accessible to teachers or in a user friendly format to afford data driven corrections. The review also noted that the curriculum and instruction lacked rigor. The staff attrition rate is 70%. However, the board was acknowledged for commissioning an audit of itself and the larger school organization which resulted in the adoption of a more targeted approach to governance and performance.

Charter Review Summary

HRA's Main Campus is a Tier III school with a total score of 30.5% out of a possible 100 points under the Performance Management Framework (PMF); the Martin Luther King (MLK) Campus is a Tier II school with a total score of 43.5%. The Pennsylvania Campus is not tiered under the PMF, and met 8 of 10 Accountability Plan targets for its PS-3rd grade students. Additionally, the Main Campus' PS-2nd grade program met 8 of 10 targets of its Accountability Plan targets. The school has committed no known violation of the conditions, terms, standards or procedures set forth in the charter.

Academic Performance Results

The following analysis of Howard Road Academy Public Charter School's academic performance is based on the four common Performance Management Framework (PMF) indicators:

Standard PMF:

(1) Student Progress (40 Points)

Main Campus: HRA's 3rd – 6th grade students earned a Median Growth Percentile (MGP) of 48.7 in reading and a median growth percentile of 50.4 in mathematics on the DC CAS. For both measures, HRA earned 9.4 out of 20 possible points in reading and 10.2 of 20 possible points in mathematics. Thus, HRA earned 19.6 of 40 points for its MGP indicator.

MLK Campus: HRA's 7th – 8th grade students earned a MGP of 55.5 in reading and a median growth percentile of 43.0 in mathematics on the DC CAS. For both measures, HRA earned 12.8 of 20 possible points in reading and 6.5 of 20 possible points in mathematics. Thus, HRA earned 19.3 of 40 points for its MGP Indicator.

(2) Student Achievement (25 Points)

Main Campus: For its 3rd – 6th grade student population, 27.6% of the students scored proficient and advanced in reading, earning the school .73 of 10 possible points, and 1.6 % scored advanced in reading on the DC CAS, earning the school .16 of 2.5 possible points. In mathematics, 26.3% of the students scored proficient and advanced, earning the school 1.81 of 10 possible points, and 2.2% of the students scored advanced in mathematics, earning the school .22 of 2.5 possible points. Thus, HRA earned 2.92 of 25 points for its Achievement Indicator.

MLK Campus: For its 7th – 8th grade student population, 36.9% of the students scored proficient and advanced reading, earning the school 1.58 of 10 possible points, and 6.6% of the students scored advanced in reading, earning the school .66 of 2.5 possible points. In mathematics, 45.9% of the students scored

proficient and advanced earning the school 3.4 of 10 possible points and 2.5% of the students scored advanced in mathematics, earning the school .25 of 2.5 possible points. Thus, HRA earned 5.89 of 25 points for its Achievement Indicator.

(3) Gateway (15 Points)

Main Campus: For its 3rd grade student population, 21.8% of the 3rd grade student population scored proficient and advanced in reading, earning the school .81 of 15 possible points. Thus, HRA earned 0.81 of 15 points for its Gateway Indicator.

MLK Campus: For its 8th grade student population, 54% of the students scored proficient and advanced in math, earning the school 6.2 of 15 possible points. Thus, HRA earned 6.2 of 15 points for its Gateway Indicator.

(4) Leading Indicators (20)

Main Campus: For its 3rd – 6th grade student population, 92.2% of the students met the attendance goal, earning the school 7.25 of 10 points; and only 32.2% of the students re-enrolled, earning the school zero points. Thus, HRA earned 7.25 of 20 points for Leading Indicators.

MLK Campus: For its 7th – 8th grade student population, 92.9% of the student population met the attendance goal, earning the school 7.9 of 10 points; and the re-enrollment figures were N/A. Thus, HRA earned 7.9 of 10 points for its Leading Indicator.

Non-Standard PMF:

HRA's Main and Pennsylvania campuses adopted the same Accountability Plan targets and each campus met 8 out of the 10 targets for student progress, student achievement, and mission specific measures for their pre-school through 2nd grade students.

(1) Student Progress:

Main Campus: The school met two of the three targets. On the Get It! Got It! Go! Assessment, 62% of the preschool and pre-kindergarten students advanced one grade level and the target was not met. On the Scranton Reading test, 80% of the kindergarten – 2nd grade students scored at or above the basic level of growth. On the Scranton Math test, 88% of the kindergarten – 2nd grade students scored at or above the basic level of growth.

Pennsylvania Campus: The school met all three targets. On the Get It! Got It! Go! Assessment, 77% of the students advanced one grade level. On the Scranton Reading test, 73% of the kindergarten – 2nd grade students scored at or above the

basic level of growth. On the Scranton Math test, 73% of the kindergarten – 2nd grade students scored at or above the basic level of growth.

(2) Student Achievement:

Main Campus: The school met two of the three targets. On the Get It! Got It! Go! Assessment, 62% of the preschool and pre-kindergarten students scored at or above the expected level of growth and the target was not met. On the Scranton Reading test, 80% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was met. On the Scranton Math test, 88% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was met.

Pennsylvania Campus: The school met one of the three targets. On the Get It! Got It! Go! Assessment, 77% of the preschool and pre-kindergarten students advanced one grade level and the target was met. On the Scranton Reading test, 73% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was not met. On the Scranton Math test, 73% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was not met.

(3) Leading Indicators:

Main and Pennsylvania Campuses: 3 targets were established and met. Of the pre-school – 2nd grade students, 73.7% re-enrolled. The preschool and pre-kindergarten attendance averaged 89.7% for daily attendance. The kindergarten – 2nd grade students' average daily attendance was 92.3%.

(4) Mission Specific:

Main and Pennsylvania Campuses: 1 target was established and met. 100% of the parents' surveyed reported satisfied or highly satisfied.

Non-Academic Performance Results

The following analysis of Howard Road Academy Public Charter School's non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

(1) Compliance – The school has submitted Annual Reports and other required documentation in a timely manner; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and has worked to resolve compliance issues during the 2010-2011 school year.

(2) Financial – Based on the information available, PCSB believes that the Howard Road Academy PCS has sound fiscal management processes in place. The school's audit reports (FY08-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management. For the year ending June 30, 2010, the school's net assets approached \$7.43 million up \$1.5 million from FY09 year-ending results. The school incurred a \$1.5 million increase in net assets during the year. Additionally, the school's liquidity ratio of 3.14 indicates that the school possessed \$3.14 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(3) Economic viability – Based on the information contained in the financial analysis, PCSB staff concludes that Howard Road Academy is economically viable and of sound fiscal health.