

2018-2019 Annual Report

Perry Street Preparatory Public Charter School



Perry Street Prep PCS
1800 Perry Street NE
Washington, DC 20019
PH: 202-529-4400

Cynthia G. Brown, Board Chair



TABLE OF CONTENTS

| | | |
|------|---|----|
| I. | School Description | |
| | A. Mission, Core Beliefs, and Profile of a Graduate | 3 |
| | B. School Program | 4 |
| | 1. Curriculum Design and Instructional Approach | 4 |
| | 2. Parent Involvement | 9 |
| II. | School Performance | |
| | A. Performance and Progress | 10 |
| | B. Unique Accomplishments | 14 |
| | C. List of Donors | 16 |
| III. | Data Report | 17 |
| IV. | Appendices | |
| | A. Staff Roster | 19 |
| | B. Board Roster | 20 |
| | C. Unaudited Year-end 2019-2019 Financial Statement | 21 |
| | D. Approved 2019-2020 Budget | 22 |



Please note: Perry Street Preparatory Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

I. School Description

A. Mission Statement, Core Beliefs and Profile of a Graduate

Mission - Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society.

Our mission guides all of our work. It ensures that we remain focused on enabling all our students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process.

Perry Street's Core Beliefs and Profile of a Graduate

In the 2018-2019 school year, Perry Street Prep (PSP) Public Charter School received its official letter of accreditation from the Middle States Association Commission on Elementary and Secondary Schools. As part of this process, Perry Street Prep school community was given the opportunity to refine its Core Beliefs and in complete a Profile of a PSP Graduate. Our Core Beliefs and Profile of a Graduate bring our mission to life and add meaning to our everyday interactions with students, parents, and families.

Core Beliefs

1. We believe it is our duty prepare all students, academically and socially, for success in high school.
2. We believe that *each and every student* should be challenged to learn, grow, and achieve at high levels.
3. We believe in the importance of building relationships with our families and our community.
4. Our school has PRIDE.

Perseverance
Respect
Integrity
Dependability
Excellence



5. We believe in the importance of providing our students with a safe and nurturing learning environment, and we believe that our students' success is supported by effective leadership, accountability, adult teamwork, consistency, and communication.

Profile of a Graduate—By the time students graduate from Perry Street Prep, they will:

1. Be academically and socially ready for high school, and be confident in their abilities.
2. Demonstrate sound organizational and decision-making skills.

3. Have strong reading, writing, critical thinking, and mathematical skills.
4. Be prepared to serve as responsible citizens and effective advocates for themselves and others.
5. Be able to communicate effectively, utilizing strong problem-solving and conflict resolution skills.

B. School Program

2018-2019—Enduring Strategic Improvement

During the 2018-2019 school year, the PSP Board continued to take bold steps to implement a strategic improvement initiative. Our continued goal has been to strengthen student learning, achievement, and social-emotional development—and lay the foundation for Perry Street Prep’s continued growth for years to come.

We continued our partnership with TenSquare, a charter support organization with rich expertise in school transformation and educational excellence. TenSquare mentored and coached experienced school leaders at different levels throughout the school—to solidify the growing leadership team at Perry Street Prep. Together, leaders worked closely with TenSquare and the entire Perry Street Prep team to strengthen and fine tune Perry Street Prep’s curriculum, instruction, and school culture.

With the support of a competitive **SOAR Academic Improvement Grant** and the **Special Education Enhancement Fund** from the Office of the State Superintendent of Education (OSSE), we retained strong teachers and recruited new faculty to address key student academic, social and emotional learning needs. We provided focused instructional coaching to all teachers in grades K-8 to improve teachers’ practice and boost students’ learning; we continued ongoing redesign of our special education program to better meet *all* our students’ needs; and we strengthened our overall curriculum and instructional program. Most notably, we implemented evidence-based intervention curriculum focused at serving both our students with disabilities and English language learners, as well as students in general education performing below grade level. We continued our use of data to inform these decisions and to continue to improve student achievement.

1. Curriculum Design and Instructional Approach

Empowering Students to be College-Ready and Thrive in a Global Society—Curriculum Design and Instructional Approach

We are meeting our mission with Perry Street Prep’s curriculum designed to prepare students to be college-ready and to thrive in a global society. The curriculum is aligned to the Common Core and District of Columbia standards for learning, and it has been crafted to be



engaging and rigorous. All instruction is tailored to appropriate grade levels and differentiated according to each student's individualized access point.

In grades K-8, our **Common Core aligned English Language Arts curriculum** has been designed to provide modeling, mini-lecture, small group and guided practice to support students' content acquisition and mastery of skills. Scholars learn routines for using close reading skills and appropriate ways to use the close reading process with both literary and informational texts. Teachers incorporate discussion, writing, and self-reflection into lessons to build critical thinking skills and improve students' abilities to analyze text, make inferences, and devise meaning through and from analogies.

Perry Street Prep has strengthened our mathematics curriculum to fully-align with the content standards in the Common Core State Standards for Mathematics . We provide various opportunities for students to engage in problem-solving and to learn at the level of rigor required in the standards. Scholars use a variety of learning strategies to become adept at reasoning and applying critical thinking in mathematics, while solving routine and non-routine problems. By practicing effective mathematical discourse and making mathematical connections explicit, scholars build their critical thinking and processing skills.

Learning is supported with curriculum resources including Every Child Ready, Amplify Core Knowledge Language Arts (CKLA), Amplify English Language Arts, locally designed novel studies, Great Mind's Eureka Math, Illustrative Math, Leveled Literacy Intervention by Fountas & Pinell, Wilson's Reading System, Do the Math, and IXL.



To ensure that students develop the knowledge and skills they need to be successful 21st Century citizens, teachers use a variety of instructional strategies, including: direct and indirect instruction; interactive discussion and group work; experiential learning; and independent study.

- The **direct instruction** strategy is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, teacher-led practice, and demonstrations. The direct instruction strategy is effective for providing information or developing step-by-step skills. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.
- **Indirect instruction** is mainly student-centered. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, problem solving, and guided inquiry.
- **Interactive instruction** relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. Methods may include full class discussions, small group discussions or projects, or student pairs or triads working on assignments together.

- **Experiential learning** is inductive, learner centered, and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
- **Independent study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Independent study can also include learning in partnership with another individual or as part of a small group.

Formative assessments are used to support student progress. To capture student progress in literacy and math, Perry Street Prep partners with NWEA MAP (North West Education Association – Measures of Academic Progress) to assess student’s math and English language arts progress three to four times a year in grades K-8th. Assessment cycles were modeled after rigorous PARCC testing. Additionally, students’ reading levels were assessed through the year in grades K-8 using the Fountas and Pinnell assessment system. Student outcomes on these key assessments guided student interventions and supports to further improve student math and literacy skills and boost student learning.

To augment student learning in the core subjects, Perry Street Prep implements a targeted student intervention program. Students were grouped based on reading and math abilities and received targeted instruction in small groups in reading and math based on diagnosed needs. Supports were provided by classroom teachers, instructional coaches, and leaders throughout the school year. The program targeted all students and ensured supports were tailored to meet individual student needs rather than focusing on a select group of kids. Consequently, emphasis is placed on ensuring that *all* students improve academic skills.

Focused instructional and leadership coaching ensures that teachers and leaders have the supports they need to continually improve student learning. During the 2018-2019 school year, Perry Street Prep teachers and leaders worked closely with experienced TenSquare instructional and leadership coaches. Coaches conducted structured classroom observations, provided constructive feedback, and helped teachers improve their instructional practice. Coaches worked side-by-side with teachers to ensure fidelity with curriculum implementation and assessment administration. Coaches also provided professional development to teachers through Professional Learning Communities (PLCs). The leadership team met regularly with a TenSquare leadership coach and analyzed student progress, achievement, and non-academic data (attendance, mid-year entry/withdrawal, discipline). Leaders developed, implemented, and reviewed weekly dashboards based on observation data to improve instruction and behavior support. The entire Perry Street Prep worked together to improve student learning.



Early Learning Matters—AppleTree Partnership

Perry Street Prep continued its partnership with AppleTree, to ensure that our young learners are engaged and prepared for school age success. Perry Street Prep has partnered with AppleTree Institute—which has a documented history of effectively implementing evidence based early learning programs with substantiated progress of student achievement—since 2015 to operate four PreK3 and PreK4 classrooms. AppleTree early learners participate in a comprehensive preschool instructional model, **Every Child Ready (ECR)**, developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.

The Every Child Ready Math curriculum-based measure (ECRM) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECRM assessment measures skills in the areas of: number concepts (such as



identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs. **At Perry Street Prep, 96.3% of preschool and pre-K students met the goals for growth and/or achievement in mathematics in May 2019.**

The ECR Language and Literacy (ECRL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year to measure the language

and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension. **At Perry Street Prep, 98.8% of students met the goals for growth and/or achievement in ECRL.**

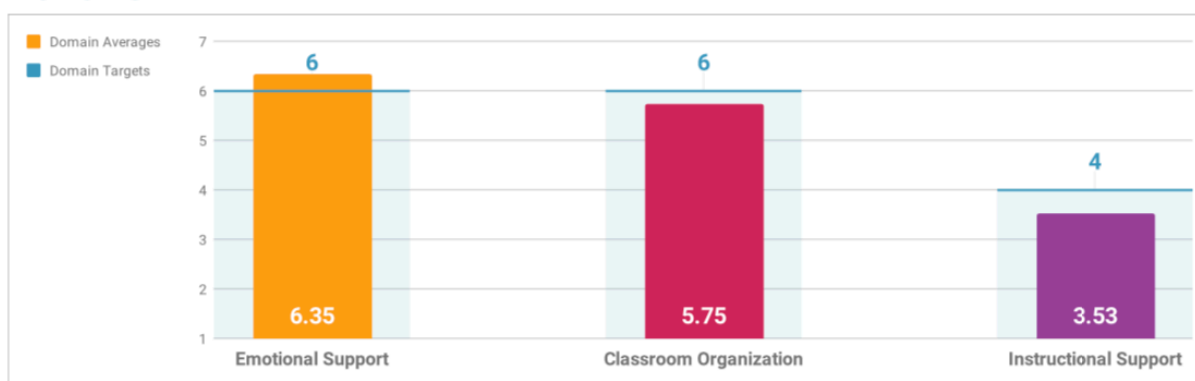
The **Classroom Assessment Scoring System (CLASS)** is an observation instrument designed at the University of Virginia and used to measure quality of learning in early childhood classrooms across the country. OSSE adopted CLASS as a classroom quality measure for Pre-K programs in 2015. OSSE early childhood experts conduct the CLASS observation once a year. Classrooms are scored on three domains: emotional support, classroom organization, and instructional support. OSSE sets different floors and targets for each scoring rubric based on the domain. PMF CLASS Scores are weighted over two years, with 70% for the current year and 30% for the previous year. PSP CLASS scores for 2018-2019 observations are included in Table I below.

Table 1 – 2018-2019 CLASS DOMAN SCORES

Perry Street Preparatory PCS

| | Emotional Support | | | | Classroom Organization | | | Instructional Support | | |
|---|-------------------|------|------|---|------------------------|------|--|-----------------------|------|------|
| Domain Targets | 6 | | | | 6 | | | 4 | | |
| Domain Averages | 6.35 | | | | 5.75 | | | 3.53 | | |
| Dimension Averages | PC | NC* | TS | RSP | BM | PR | ILF | CD | QF | LM |
| | 6.42 | 1.04 | 6.04 | 6.00 | 6.04 | 6.08 | 5.13 | 3.08 | 3.63 | 3.88 |
| Positive Climate (PC) Negative Climate (NC) Teacher Sensitivity (TS) Regard for Student Perspectives (RSP) | | | | Behavior Management (BM) Productivity (PR) Instructional Learning Formats (ILF) | | | Concept Development (CD) Quality of Feedback (QF) Language Modeling (LM) | | | |

Domains



As Table I shows, Perry Street Prep Apple Tree classrooms exceeded the targets in Emotional Support in all 4 classrooms this year and had scores in all 3 domains in the top quartile of performance for the city.

Engaging our Students' Minds and Bodies—Before, During and After School

Perry Street Prep is open to students from 6:30 am – 6:00 pm, and beyond some nights. Our goal is to ensure that we provide enriching activities—learning, social, athletic, and wrap-around support activities—to engage students' minds and bodies before, during, and after school.

In 2018-2019 PSP offered several sports, including girls' and boys' basketball, cheerleading, dance, Soccer and Girls on the Run. Students participated in extended day preforming arts, step, dance, choral, art and special interest clubs including cooking and reading, providing meaningful activities free of charge to students and families beyond the traditional school day.

Through a partnership with the Champions program in the 2018-2019 school year, the school provided before- and after-school childcare enrichment activities for our students from 6:30 am through 6:00 pm. Champions offered a variety of group and individual activities designed to keep children exploring and growing. From homework help, art, dramatic play, math and science, to problem-solving, language,

motor skills and more, Champions helped Perry Street students continue learning and developing essential life skills – whether school is in session or not.

2. Parent Involvement Efforts -- Building Relationships with Families

PSP is meeting the relationship element of our school mission with Perry Street Prep's Parent Engagement Program that encourages participation, communication, and collaboration between parents, staff, students, and community members.

The research is clear that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels. **The goal of the Parent Engagement at PSP is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.**

To achieve this goal, during the 2018-2019 school year, Perry Street Prep:

- Created collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families including Grassroots and Catholic Charities and Stand Up and Show Out. Partnerships allowed for additional parent education opportunities, home visits and supports for families struggling with regular school attendance.
- Held an annual stake holder conversation at Back to School night ensuring families are up to date on Title I programming, curriculum, assessments and other school policies.
- Provided after-hour Parent-Teacher Conferences where report cards were disseminated, and assessment data was reviewed to best meet the needs of all family schedules.
- Shared monthly newsletters, sent to each parent's email address, posted on Class Dojo, and home in backpacks, highlighting key events and providing information on the ways in which Perry Street Prep continues to strengthen our educational program.
- Coordinated Thanksgiving, Hispanic Heritage, Winter Holiday, Black History Month, and end of year celebrations with student performances and potluck family meals.
- Surveyed parents on a quarterly basis to gain feedback about student progress, needed programming and areas of success and concern for the school.

Perry Street Prep offers numerous opportunities for parental involvement in academics and well as social activities, which are aligned with the school's mission and related to raising student achievement. These opportunities include, for example:

- Joining our parent organization, Perry Street Family Association, which enables parents to plan, implement, and execute creative ideas, fundraising initiatives, and projects that support learning.
- Providing support in the classroom and on field trips.

- Helping to recruit students and families and providing outreach to community partners as well.

II. School Performance

A. Performance and Progress Overview

Our mission ensures that PSP remains focused on enabling our diverse students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process. This two-fold mission of student success and parent partnership is being met through intensive individualized focus on student achievement in coordination with families. Pursuing success for all students with keen attention to disaggregated subgroup data allows for meaningful collaboration with parents and intentional intervention focus.



Noteworthy Story of Year After Year Growth

During the 2018-2019 school year PSP continued to strengthen the comprehensive improvement initiative at Perry Street Prep building on a noteworthy year after year improvement. Achievement in all areas of the PMF will indicate growth in the 18-19 school year measured by PARCC achievement, NWEA MAP growth scores, Attendance rates, Re-enrollment data, and CLASS scores. **Continued PMF Gains Anticipated for the 2018-2019 school year** with an average over 10 point gains annually since the 2015-2016 school year on the PMF. As of the date of publication, PMF scores are embargoed and have not yet been made publicly available for the 2018-2019 school year.

PARCC Performance and Growth

Perry Street tested 148 students in grades 3-8 in reading and math with a 100% test participation. The number of test takers increased by 6% (8 students) from the prior year.

Additionally, the percentage of test-takers in sub-groups was comparable to the prior year (52% at-risk; 5% ELL; 26% SPED). Please see table below for year after year demographic trends.

PARCC Demographics SY19 to SY16

| | SY18-19 | SY17-18 | SY16-17 | SY15-16 |
|-------------|---------|---------|---------|---------|
| Test Takers | 148 | 140 | 132 | 140 |
| At Risk | 52% | 51% | 53% | 52% |
| ELL | 5% | 6% | 5% | 4% |
| SPED | 26% | 25% | 24% | 20% |

PARCC Key Highlights

- Perry Street ELA scores show drastic improvement. ELA 3+ scores jumped by 9-percentage points from the prior year. ELA 3+ scores exceed the citywide average for ELA 3+ (DC = 56.7% PSP = 64%). ELA 4+ scores improved 11-percentage points and are near the charter average for grades 3 to 8.
- Perry Street math scores show drastic improvement. Math 3+ scores jumped by 14-percentage points from the prior year. While math scores are still below citywide averages, they continue to improve. Math 3+ (DC = 56%; PSP = 51%). Math 4+ scores, while behind citywide average of 32%, demonstrated modest improvement (PSP = 14%).
- Citywide Perry Street Prep ranked:
 - ELA - top third of schools serving grades 3 to 8 (112 out of 166; 67% percentile) for 3+ and top half for ELA 4+ (85 out of 166 schools; 51% percentile)
 - Math - first quartile for 3+ (40 out of 166; 24% percentile) and second quartile for math 4+ (67 out of 166; 40% percentile).
- Perry Street students demonstrate notable growth on PARCC in ELA and math.
 - 36% of students improved one or more PARCC levels in ELA from their prior year score. And, 62% of students improved their scale score. This growth is on par with the prior year.

- 28% of students improved one or more PARCC levels in math from their prior year score. And, 55% of students improved their scale score. This growth is slightly below the prior year (SY1718 – 38% of students improved achievement levels).

Please see year after year growth captured in the chart below.

| | 1415 | 1516 | 1617 | 1718 | 1819 | Change |
|----------------|-------|-------|-------|------|------------|---------|
| ELA 3+ | 27.0% | 42.6% | 42.4% | 55% | 64% | 9% pts |
| ELA 4+ | 7.6% | 20.6% | 17.4% | 19% | 30% | 11% pts |
| Math 3+ | 26.8% | 40.1% | 35.6% | 37% | 51% | 14% pts |
| Math 4+ | 2.9% | 15.5% | 11.4% | 12% | 14% | 2% pts |

Sub-group comparisons

Two sub-groups were included in Perry Street's state reporting: At-Risk and Special Education. ELL students are not included in public reporting because the number of test takers was under 10 students (Perry Street ELL = 7).

At-risk students are exceeding citywide expectations in ELA.

- Perry Street Prep students are at or above state and charter sectors in ELA for at-risk students;
- Perry Street Prep students for the first time exceeded state and charter averages for 3+ in math. (See Below)

| | <i>At Risk</i> | | <i>Math</i> | |
|--------------------------|----------------|-----------|-------------|-----------|
| | <u>3+</u> | <u>4+</u> | <u>3+</u> | <u>4+</u> |
| Perry Street Prep | 56% | 23% | 51% | 8% |
| State | 48% | 23% | 46% | 20% |
| Charter | 45% | 21% | 40% | 16% |

Perry Street Prep's tested special education population is among the highest in the District. One out of four students tested at Perry Street Prep has special needs, on par with prior years. Of the 161 schools that tested students in grades 3-8, Perry Street Prep had the 17th largest special education testing group citywide for schools who meet the 10 student testing n-size. The special education population at Perry Street in the tested grades is proportionally higher than the average school in DC serving students in grades 3-8.

Perry Street Prep continues to demonstrate strong student outcomes for SPED students. At the 3+ level, in math and ELA, results were above the charter and state averages. At the 4+ level, results were at state and/or charter averages. See chart below comparing Perry Street Prep's Special Education Population outcomes to state and charter averages.

| | SPED | | ELA | | Math | |
|-------------------|------|--|-----|----|------|----|
| | | | 3+ | 4+ | 3+ | 4+ |
| Perry Street Prep | | | 42% | 8% | 39% | 7% |
| State | | | 20% | 7% | 22% | 7% |
| Charter | | | 21% | 8% | 22% | 7% |

Goals and Academic Achievement Expectations – Met

Perry Street Prep adopted the Public Charter School Board's (PCSB's) Performance Management Framework (PMF) as the school's charter goals, with modifications. The PCSB will report on Perry Street Prep's progress on these indicators in its annual publication of the PMF results. **In addition to the PMF, Perry Street Prep has adopted one other mission specific goal, which was met in SY 2018-2019, as is indicated in the table below.**

Perry Street Prep Goals Chart 2018-2019

| Goal | Met/Not Met | Evidence |
|---|-------------|---|
| The School Corporation will remain compliant with PCSB's attendance and discipline data submission policy as evidenced by the absence of any notices of concern in these areas. | Met | Perry Street Prep did not receive any notices of concern with regard to the submission of attendance and discipline data during SY 18-19. |

To make these gains, we focused on several key initiatives in and out of the classroom:

- **Strengthening our college preparatory curriculum**—adding new resources and supports; better aligning the curriculum to Common Core and PARCC expectations of rigor; and, implementing intervention groups in grades 3-8 to meet students' individual learning needs.
- **Improving supports and services to nurture each student's social, cultural, and physical development**—hosting community meetings; strengthening connections with families and community partners; engaging parents in formal and informal interactions with teachers and leaders.

- **Consistently setting clear school culture expectations for students and staff year after year**—building on the success of implementing a new PBIS (positive behavior interventions and supports) system in SY 2016-17 with Class Dojo; continuing to create schoolwide rewards and incentives for students; and providing classroom management support to teachers and strong communication between parents and school.
- **Updating curriculum resources and supports and training teachers**—throughout the year, Perry Street Prep teachers learned new systems and techniques to support instruction, and practiced adapting and using new curriculum resources in the classroom during weekly professional development sessions.
- **Year after year coaching support to all teachers increasing capacity**—Perry Street Prep teachers benefitted from hands-on coaching for the third year in a row, where they received direct, one-on-one support for improving instructional practice.
- **Building a robust continuum of services** – Perry street Prep utilized SEEF funding to maintain a full time Licensed Clinical Social Worker, Contracted Behavior Analyst providing ABA therapy, regular professional development on ABA implementation, and multiple small multi age classrooms with experienced special education teachers to support our students with the greatest needs.



B. Unique Accomplishments

2019 Bold Improvement School Award

Perry Street Prep was a recipient of the Second Annual Bold Improvement Award among 13 other DC schools where At Risk student performance is improving 10 times faster than at other schools.

To identify the award recipients, each school received a Bold Improvement Index Score. The average Bold Improvement index score for not-at-risk students without disabilities at low-poverty schools serving less than 25% at-risk was 77.3. EmpowerK12 set this score as the baseline and found 13 Bold Improvement schools' at-risk or at-risk students with disabilities index scores above that threshold. **Perry Street Prep received an index score of 94.7 which was the highest bold improvement score for all elementary schools!!**

Dissemination of Success in Partnership with West Ed

With the support of a competitive Title V, Part B – Charter School Program Dissemination grant from the Office of the State Superintendent of Education (OSSE), Perry Street Prep partnered with WestEd to complete an Impact Study and Dissemination project evaluating and sharing the story of Improvement. PSP leaders were presented along with the Tensquare and WestEd at the National Charter School Conference how PSP went from the brink of closure in 2014 to being named a DC All-Star

School just four years into its turnaround plan. Additionally, the team shared at the 10th Annual DC Data Summit.

The Impact Study, *From the Brink of Closure: Key Factors in One Charter School's Successful Turnaround* completed by West Ed's Aimee Evans includes both quantitative and qualitative data collected over a 18 month period. The study conveys that PSP's transformation efforts showed great improvements in the Performance Management Framework. Importantly, this quasi-experimental study, also conducted by WestEd, showed that students attending Perry Street not only improved academically over the time of turnaround, but improved statistically significantly more at Perry Street than if they had attended a different traditional or charter school during that time. This impact study meets the Department of Education level 2 research requirements and WestEd is seeking to publish it in a peer-reviewed journal in the upcoming year.

Secured Funding for Critical Building Updates

With the support of a competitive **SOAR Facilities Grant** from the Office of the State Superintendent of Education (OSSE) Perry Street Prep was able to close out the SY 2018-2019 with a \$750,000 safety and security improvement project. The school was able to update the security system, renovate the school entryway, and update all classroom hardware to have the capability to be locked from the interior. Families and students are prepared to be welcomed into the 2019-2020 school year with a fresh gallery entrance that feels both safe and secure.

Robust Continuum of Supports and Services

With the support of a competitive **SOAR Academic Improvement Grant** and the **Special Education Enhancement Fund** from the Office of the State Superintendent of Education (OSSE), we were able to better meet the academic and behavioral needs of our growing special education population, while at the same time, improving academic growth and achievement for all our students by building out our MTSS (Multi-Tiered System of Supports and Services) model based on RTI. In the 2018-19 school year PSP continued to build a team of specialists to better meet the needs of our students. We maintained a Licensed Clinical Social Worker, in addition to our school counselor, skilled in evaluation and clinical therapy, to conduct evaluations and provide therapy to our students in addition to the School Counselor who continued providing services. Additionally, we contracted with a skilled, Board Certified Behavior Analyst (BCBA), that enabled PSP to conduct detailed functional behavior analyses and develop effective, research-based BIPs.

In order to provide students with the opportunity to access their education in the least restrictive environment, Perry Street Prep addressed problematic behaviors and severe academic skill deficits (for students who are two or more years behind in reading and/or mathematics) that were impacting students' abilities to function in less restrictive environments.

We interwove tiered supports for math, language arts, and behavior--including the implementation of principles of applied behavior analysis in behavior intervention and teaching. The results were remarkable -- evidenced by the **reduction in behavior disruption in classrooms, reduction in disciplinary action, and most importantly the enormous growth seen in performance for students with disabilities in the 2018-19 PARCC results.**

C. List of Donors

| Donor | Description | Amount |
|--------------------|------------------|-------------|
| Cynthia G Brown | Contribution | \$1,000.00 |
| Alexandra Pardo | Contribution | \$2,000.00 |
| Ballard Spahr, LLP | In Kind Services | \$14,449.00 |

- **Data Report**

Perry Street Prep PCS

SY 2017-18 Annual Report Campus Data Report

| Source | Data Point |
|--------|---|
| PCSB | LEA Name: Perry Street Preparatory PCS |
| PCSB | Campus Name: Perry Street Preparatory PCS |
| PCSB | Grades served: PK3--8 |
| PCSB | Overall Audited Enrollment: 367 |

Enrollment by grade level according to OSSE's Audited Enrollment Report

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|-----|-----|----|----|----|----|------------------|-------|-------|
| Student Count | 36 | 54 | 39 | 46 | 42 | 25 | 27 | 23 | 43 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern- ative | Adult | SPED* |
| Student Count | 16 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

| | |
|--------|---|
| School | Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. |
| PCSB | Suspension Rate: 0.00% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0% |
| PCSB | In-Seat Attendance: 93.1% |
| PCSB | Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.) |
| PCSB | Midyear Withdrawals: 1.9% (7 students)* |
| PCSB | Midyear Entries: 1.9% (7 students)* |

| | |
|------|------------------------------------|
| PCSB | Promotion Rate (LEA): 99.6% |
|------|------------------------------------|

Faculty and Staff Data Points

| | |
|--------|--|
| School | Teacher Attrition Rate: 8% |
| School | Number of Teachers: 28 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. |
| School | Teacher Salary 1. Average: \$ 72,365 2. Range -- Minimum: \$ 55,500 Maximum: \$ 86,000 Executive Compensation Salaries (Including Bonuses) of the five most highly -compensated individuals in the organization, if over \$100,000, for the SY18-19. Principal: \$122,000 Director of Operations: \$122,000 |
| School | |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Appendix A: Perry Street Prep Staff Roster

| Last Name | First Name | Responsibilities | Qualifications |
|------------|------------|--|----------------|
| Alston | Jamal | Dedicated Aide | Diploma |
| Bell | Cheryl | Student Information Manager | BS |
| Berryhill | Deseree | Kindergarten Teacher | MA |
| Bean | Wayneisha | SPED Teacher | MS |
| Bingham | Susanne | HR Manager | MS |
| Brantley | Antoine | Dedicated Aide | Diploma |
| Cave | Felicia | 6 th , 7 th & 8 th Grade Math Teacher | MEd |
| Coale | William | School Counselor | MA |
| Coleman | Niyasha | 5th and 6th Grade Math and Science | BS |
| Crouch | Rachel | Principal | MS |
| DeFilippis | Nicole | SPED Teacher | BA |
| Dyson | Thea | SPED Teacher | MEd |
| Elliott | Erin | Teacher | JD |
| Estrado | Jezelle | SPED Teacher | BA |
| Greatheart | Omar | Dedicated Aide | Diploma |
| Green | Jamal | Teacher | BA |
| Gueory | Rhonda | Office Manager | Diploma |
| Horne | Tanaja | Dedicated Aide | AA |
| Jeanty | Verola | Teacher | MA |
| Johnson | Kisha | SPED Teacher | BS |
| Knight | Ashley | Teacher | BS |
| Malone | Molly | K-8th Grade Spanish Teacher | BS |
| McCaskill | Danielle | Kindergarten Teacher | BS |
| Moye | Cherrie | 6 th , 7 th & 8 th Grade Teacher | MEd |
| Murphy | Brandy | K-8th Grade Art Teacher | BA |
| Murray | Kristin | Reading Interventionist | MA |
| Nickens | Desiree | Math Teacher | BS |
| Parker | Unique | Kindergarten Teacher | BA |
| Perry | Valencia | Kindergarten TA | Diploma |
| Pyne | Melanie | 1st Grade Teacher | MA |
| Sellers | Wallace | Dean of Culture | MA |
| Short | Michele | Operations Associate | Diploma |
| Smith | Kelly | Director of Operations | MEd |
| Thomas | Tiana | Performing Arts Teacher | MEd |
| Tyler | Rocio | Director of Student Support | MA |
| Valant | Ivy | Academic Dean | BA |
| Wascow | Allison | 2 nd Grade Teacher | BA |

Appendix B: Board of Trustees Roster

Perry Street Preparatory Public Charter School 2018-2019 Board of Trustees

Cynthia (Cindy) Brown, Board Chair
DC Resident
Appointed 1998

Consuelo Nelson, Vice Chair
Not DC Resident
Appointed 2015

Harold Bardonille, Treasurer
DC Resident
Appointed 2012

Vinette E. Brown, Secretary
DC Resident
Appointed 2010

Darwin K. Bagley, Parent Member
DC Resident
Appointed 2014

Martinique Martin, Board Member
DC Resident
Appointed 2018

Katheryn Noonan, Board Member
Not DC Resident
Appointed 2015

Corey Wilson, Parent Member
DC Resident
Appointed 2016

Catherine Randall, Parent Member
DC Resident
Appointed 2018

Appendix C: Unaudited Year-end 2018-2019 Financial Statement

| Unaudited Year End Financials FY19 | | | | | |
|------------------------------------|-------------------------------|-----------|-------|-----------------------------------|------------|
| Income Statement | | | TOTAL | Balance Sheet | |
| | | | | 6/30/19 | |
| Revenue | | | | Assets | |
| | State and Local Revenue | 7,743,318 | | Current Assets | |
| | Federal Revenue | 888,990 | | Cash | 2,876,906 |
| | Private Grants and Donations | 3,275 | | Accounts Receivable | 521,095 |
| | Earned Fees | 281,978 | | Other Current Assets | 67,677 |
| | Donated Revenue | 14,520 | | Intercompany Transfers | 0 |
| | Total Revenue | 8,932,080 | | Total Current Assets | 3,465,677 |
| Expenses | | | | Noncurrent Assets | |
| | Salaries | 2,898,668 | | Facilities, Net | 11,409,752 |
| | Benefits and Taxes | 550,022 | | Operating Fixed Assets, Net | 143,419 |
| | Contracted Staff | 31,442 | | Restricted Cash | 8,054,534 |
| | Staff-Related Costs | 14,856 | | Total Noncurrent Assets | 19,607,704 |
| | Rent | 291,593 | | Total Assets | 23,073,382 |
| | Occupancy Service | 831,804 | | | |
| | Direct Student Expense | 1,273,708 | | Liabilities and Equity | |
| | Office & Business Expense | 1,966,787 | | Current Liabilities | |
| | Donated Expense | 14,520 | | Accounts Payable | 294,830 |
| | Contingency | 0 | | Other Current Liabilities | 3,386,616 |
| | Total Expenses | 7,873,399 | | Accrued Salaries and Benefits | 215,605 |
| Operating Income | | 1,058,680 | | Total Current Liabilities | 3,897,051 |
| Extraordinary Expenses | | | | Equity | |
| | Interest | 96,159 | | Unrestricted Net Assets | 7,074,462 |
| | Depreciation and Amortization | 774,668 | | Net Income | 187,854 |
| | Total Extraordinary Expenses | 870,827 | | Temporarily Restricted Net Assets | 194,956 |
| Net Income | | 187,854 | | Total Equity | 7,457,271 |
| | | | | Long-Term Liabilities | |
| | | | | Senior Debt | 12,114,656 |
| | | | | Other Long-Term Liabilities | (395,597) |
| | | | | Total Long-Term Liabilities | 11,719,060 |
| | | | | Total Liabilities and Equity | 23,073,382 |

Appendix D: Approved 2018-2019 Budget

| Board Approved FY20 Budget | | |
|----------------------------|-------------------------------|------------------|
| Revenue | | |
| | State and Local Revenue | 8,087,821 |
| | Federal Revenue | 682,837 |
| | Private Grants and Donations | 1,000 |
| | Earned Fees | 424,979 |
| | Donated Revenue | 30,597 |
| | Revenue Total | 9,227,234 |
| Expenses | | |
| | Salaries | 3,294,732 |
| | Benefits and Taxes | 640,496 |
| | Contracted Staff | 34,285 |
| | Staff-Related Costs | 20,600 |
| | Rent | 291,593 |
| | Occupancy Service | 889,715 |
| | Direct Student Expense | 1,148,393 |
| | Office & Business Expense | 1,919,312 |
| | Contingency | 30,000 |
| | Donated Expense | 30,597 |
| | Expenses Total | 8,299,723 |
| NET ORDINARY INCOME | | 927,512 |
| Extraordinary Expenses | | |
| | Depreciation and Amortization | 815,961 |
| | Interest | 94,731 |
| | Extraordinary Expenses Total | 910,691 |
| TOTAL EXPENSES | | 9,210,414 |
| NET INCOME | | 16,821 |