



# **2018-19 Fifteen-Year Charter Renewal Report**

## **Euphemia Lofton Haynes Public Charter School**

**January 28, 2019**

DC Public Charter School Board  
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## **STAFF RECOMMENDATION AND BOARD VOTE<sup>1</sup>**

The District of Columbia Public Charter School Board (DC PCSB) staff reviewed the renewal application<sup>2</sup> submitted by Euphemia Lofton Haynes Public Charter School (EL Haynes PCS), as required by the School Reform Act (SRA) and concluded that the school had substantially met its goals and student academic achievement expectations. Therefore, DC PCSB staff recommended that the DC PCSB Board approve EL Haynes PCS’s renewal application and renew the school’s charter for another fifteen-year term.

EL Haynes PCS is a local educational agency (LEA) that operates three campuses: an elementary school that educates students in grades prekindergarten-3 (PK3) through fourth in Ward 4, a middle school for students in grades 5-8 in Ward 1, and a high school that educates grades 9-12 in Ward 4. The LEA is measured using both the PK-8 Performance Management Framework (PMF) and the High School (HS) PMF. This framework uses common measures across schools serving similar grades to measure student academic achievement. The PK-8 PMF has five components: student academic progress, student academic achievement, attendance, re-enrollment, and prekindergarten classroom observations. Likewise, the HS PMF measures similar components along with other outcomes that align to college and career readiness.

By adopting the PMF as its charter goals, EL Haynes PCS agreed to earn an average PMF score that is equal to or exceeds 50% of the possible PMF points at each individual campus in school years 2013-14, 2015-16, 2016-17, and 2017-18. For school year (SY) 2013-14, the school also agreed to meet or exceed the PMF floor for all Early Childhood (EC) measures on the PMF. EL Haynes PCS exceeded its average PMF score for all three campuses over the review period, and in SY 2013-14 the school met seven of nine EC measures. The school has substantially met its goals and academic achievement expectations because it only met seven of the nine EC measures in SY 2013-14. The school’s PMF results are as follows:

<b>EL Haynes PCS – PMF Outcomes</b>						
<b>Campus</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>Average</b>
EL Haynes ES (Grades PK3-4)	<b>Tier 2</b> 64.8%  Met 7 of 9 EC PMF Floors	<b>N/A</b> PMF not scored or tiered	<b>Tier 1</b> 73.2%	<b>Tier 1</b> 76.8%	<b>Tier 1</b> 75.5%	<b>72.6%</b>
EL Haynes MS (Grades 5-8)	<b>Tier 2</b> 61.9%		<b>Tier 2</b> 64.6%	<b>Tier 2</b> 54.8%	<b>Tier 2</b> 52.3%	<b>58.4%</b>
EL Haynes HS (Grades 9-12)	<b>Tier 2</b> 61.9%		<b>Tier 2</b> 48.9%	<b>Tier 2</b> 62.7%	<b>Tier 1</b> 66.8%	<b>60.1%</b>

<sup>1</sup> You may find copies of all the appendices in this report here: <https://dcpcsb.eqnyte.com/dl/WMOctFBZII>.

<sup>2</sup> See EL Haynes PCS Charter renewal application at Appendix A.

As shown in the table above, each of EL Haynes PCS's three campuses exceeded the required 50% average minimum score. All campuses met the minimum average of 50% on the PMF to meet the standard for renewal. However, EL Haynes PCS – Elementary School did not meet the floor of each of the EC PMF measures in SY 2013-14, resulting in the LEA substantially meeting its goals and student academic achievement expectations.

EL Haynes PCS - Elementary School improved from Tier 2 to Tier 1 in SY 2015-16 and has maintained that status for the rest of the review period, earning an average PMF score of 72.6%. The campus has had strong performance in both English language arts (ELA) and math on the statewide Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, with overall student proficiency and growth rates on the state assessment well above the state average for the last five years. While the school did not meet every EC PMF floor in SY 2013-14, the school has met and exceeded its floors since then, and its early childhood program is in high demand with nearly 500 students currently on its waitlist for grades PK3-2.<sup>3</sup>

EL Haynes PCS – Middle School's PMF score has declined in recent years, dropping by 10 percentage points between SY 2015-16 and SY 2016-17, and again by 2.5 percentage points in the most recent year. While the middle school campus met its 50% target, with an average PMF score of 58.4%, the school's weakest area has been ELA on the PARCC assessment, in which the school has fallen behind state averages in student proficiency and growth in the last two years. The middle school campus also fell behind in average growth in math in the last year, despite historically strong performance. When also considering the generally weak results from DC PCSB's classroom observations,<sup>4</sup> EL Haynes PCS – Middle School may require a renewed focus on these key areas to continue meeting its goals going forward.

EL Haynes PCS – High School has, with the exception of SY 2015-16, maintained PMF scores in the low- to mid-60's. While the high school campus exceeded its 50% target, with an average PMF score of 60.1%, this campus has been below the state average in ELA proficiency on the PARCC assessment in every year of the review period, with SY 2016-17 being a notable outlier. Student growth data has also been low for those years where data has been available. Math performance at the high school campus has been mixed, fluctuating above and below state averages in both proficiency and growth. The high school performed better on school environment and gateway measures, such as students on track to graduate and college acceptance rates. While these measures have contributed to a strong PMF score for the high school in the last year, improvements in 9<sup>th</sup> and 10<sup>th</sup> grade ELA instruction, in particular, are essential if the school is to meet its goals going forward. This is reinforced by the generally weak results from DC PCSB's classroom

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<sup>3</sup> See EL Haynes PCS Charter renewal application at Appendix A.

<sup>4</sup> See discussion of Qualitative Site Reviews on page 31.

observations in the high school in Fall 2017, which were substantially lower for EL Haynes PCS – High School than the average for all high schools reviewed in both the Classroom Environment and Instruction domains over the last five years.

Separate and apart from the determination of the school's goal and student academic achievement expectation attainment, DC PCSB staff has determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB staff recommended that the Board vote to approve the school's charter renewal application. On January 28, 2019, the Board voted 7-0 to renew the charter of EL Haynes PCS for another fifteen-year term.

## **CHARTER RENEWAL STANDARD**

The standard for charter renewal is established in the SRA: DC PCSB shall approve a school's renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>5</sup>

Separate and apart from the renewal process, DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines that the school (1) has engaged in a pattern of non-adherence to GAAP; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>6</sup>

Given the SRA's standard for charter renewal, as well as DC PCSB's obligation to revoke a school's charter if it has engaged in the above fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for DC PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance.

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<sup>5</sup> D.C. Code § 38-1802.12(c).

<sup>6</sup> D.C. Code § 38-1802.13(b).

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School Overview**

EL Haynes PCS began operation in 2004 under authorization from DC PCSB to educate students in grades PK3-2.<sup>7</sup> The LEA expanded by adding a grade each year, and it now offers grades PK3-12 at three campuses across two facilities.

The school's mission is:

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.<sup>8</sup>

EL Haynes PCS prioritizes a commitment to equity that is reflected in the fact that the LEA has one of the most diverse populations in the charter sector, particularly in its elementary school, which educates 39.7% Black students, 39.1% Latin students and 15% white students. Across campuses, approximately 20.5% of EL Haynes students receive special education services, and 27% of students are identified as English learners (EL).<sup>9</sup>

The school operates on a year-round calendar in which students receive an additional 1,000 hours of academic and extracurricular programming each year. The school has partnered with the Springboard program for the last three years to provide extended day programming for its elementary students, with a skill building curriculum which is implemented both before and after school.<sup>10</sup> Following a community schools model, EL Haynes PCS is committed to working across the city to connect families with city resources. The school partners with Mary's Center, a qualified health center, to provide comprehensive medical, dental, and mental health services to families.<sup>11</sup> The school also provides an Urban Teachers residency fellowship, that allows individuals seeking to become teachers an opportunity to gain clinical experience at the school while completing a one-year residency at the Johns Hopkins University School of Education.<sup>12</sup>

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<sup>7</sup> EL Haynes PCS charter agreement, dated May 2004 attached to this report as Appendix B.

<sup>8</sup> EL Haynes PCS notified PCSB via letter in 2009 that it intended to update its mission, Letter from Jennifer C. Niles, EL Haynes PCS Founder and Head of School, to Tom Nida, PCSB Board Chair, December 2009, attached to this document as Appendix C. This change has not been formally captured through a charter amendment despite DC PCSB's request.

<sup>9</sup> See EL Haynes PCS Charter renewal application at Appendix A.

<sup>10</sup> EL Haynes PCS website, <https://www.elhaynes.org/>.

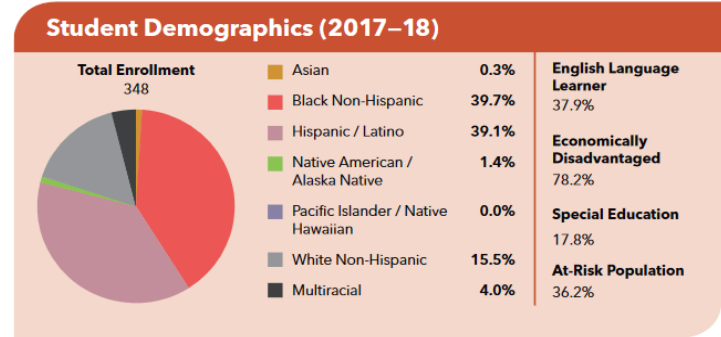
<sup>11</sup> See Appendix A.

<sup>12</sup> EL Haynes PCS website, <https://www.elhaynes.org/>.

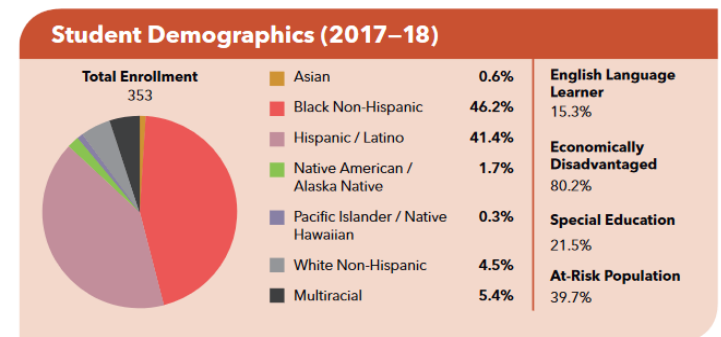
## Enrollment and Demographic Trends

The tables below show enrollment and demographics for the LEA's elementary, middle, and high school campuses. The elementary school has one of the most diverse populations in the charter sector. The LEA has consistently met its enrollment projections in all grades.

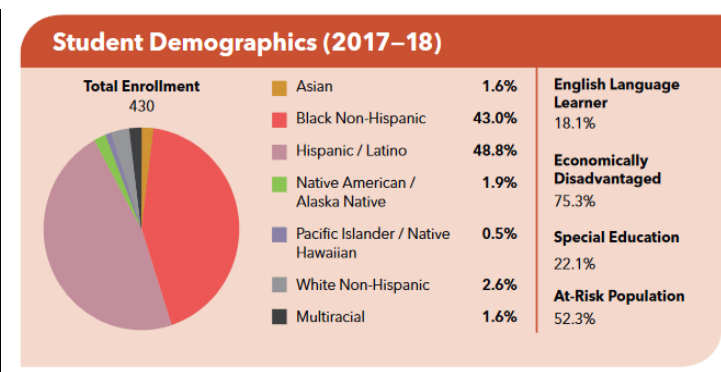
EL Haynes – Elementary School PCS – Enrollment Prekindergarten-3 to 4 <sup>th</sup> Grade					
School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Audited Enrollment	358	333	345	348	350
Enrollment Projections	355	330	336	346	348



EL Haynes – Middle School Enrollment Grades 5-8					
School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Audited Enrollment	377	373	348	353	347
Enrollment Projections	375	375	354	348	352



EL Haynes – High School Enrollment Grades 9-12					
School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Grade Levels	9-11	9-12	9-12	9-12	9-12
Audited Enrollment	422	435	450	430	436
Enrollment Projections	425	420	446	450	435



The table on the following page shows the LEA's grade-by-grade enrollment during the review period. The numbers in red indicate attrition, in which fewer students were enrolled than the previous grade level in the previous school year.



<b>EL Haynes PCS – Enrollment by Grade</b>					
<b>School Year</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>PK3</b>	42	44	43	44	46
<b>PK4</b>	42	44	46	46	47
<b>K</b>	49	48	49	50	50
<b>1</b>	50	49	51	52	52
<b>2</b>	50	51	55	52	52
<b>3</b>	50	49	49	52	52
<b>4</b>	75	48	52	52	51
<b>5</b>	76	71	52	54	55
<b>6</b>	101	99	100	98	102
<b>7</b>	99	103	98	102	98
<b>8</b>	101	100	98	99	94
<b>9</b>	169	156	125	136	132
<b>10</b>	104	116	126	96	122
<b>11</b>	97	105	113	117	96
<b>12</b>	52	58	86	81	83
<b># of graduates</b>	53	78	98	97	-

### **Communications with School**

On April 10, 2018, DC PCSB staff hosted a phone call with school leaders at EL Haynes PCS to discuss its upcoming renewal. Staff provided the school with charts similar to the ones in the “PMF Outcomes” section showing its PMF performance for the past few years and the target each campus needed to meet in SY 2017-18 to meet its goals. By that meeting, DC PCSB staff informed the school that the middle school needed at least 18.7% on the PK-8 PMF, and the high school needed 26.5% on the PK-8 PMF to meet a 50% average.

### **Prior Charter Reviews and Renewal**

#### Five-Year Charter Review

DC PCSB conducted a charter review of EL Haynes PCS in SY 2009-10 and found that the school had not met its academic standards but had met its non-academic, governance, and financial standards.<sup>13</sup> Based on these findings, the DC PCSB Board voted to grant the school full continuance on January 25, 2010.<sup>14</sup>

#### Ten-Year Charter Review

DC PCSB conducted a ten-year charter review of EL Haynes PCS in SY 2013-14 and found that the school had substantially met its goals. The report noted the school’s financials initially appeared weak, but this was a temporary situation resulting from New Markets Tax Credit transactions the school participated in for the construction of facilities.<sup>15</sup> Based on these findings DC PCSB voted to fully continue the school’s charter on July 21, 2014.

<sup>13</sup> EL Haynes PCS Five-Year Charter Review Performance Analysis, attached to this report as Appendix D.

<sup>14</sup> Letter from Thomas A. Nida, DC PCSB Board Chair, to Guy Cecil, EL Haynes PCS Board Chair, January, 2010, attached to this document as Appendix E.

<sup>15</sup> EL Haynes PCS Ten-Year Charter Review Report, attached to this report as Appendix F.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are considered part of the renewal analysis only if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

In April 2018, EL Haynes PCS amended its charter agreement and adopted as its goals and academic achievement expectations the most recently revised *Elect to Adopt the PMF as Charter Goals Policy*.<sup>16</sup>

The chart below summarizes DC PCSB’s determinations of whether the school’s academic program met its respective goals and academic achievement expectations. These determinations are further detailed in the body of this report.

### **Goals and Academic Expectations**

### **Met?**

**The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if, at its fifteen-year charter renewal in school year 2018-19, each individual campus has earned an average PMF score equal to or exceeding 50% for school years 2013-14, 2015-16, 2016-17, and 2017-18; and has met the floor of all Early Childhood PMF measures in school year 2013-14.**

**Substantially Met**

Assessment: **EL Haynes PCS substantially met its goals and student academic achievement expectations.** The school earned an average overall PMF score of 72.6% at its elementary school, 58.4% at its middle school, and 60.1% at its high school. The middle and high school campuses therefore fully met the required standard for renewal. However, the elementary school met only 7 of 9 EC PMF floors in SY 2013-14, meaning that this campus substantially, rather than fully, met the goal. Therefore, the LEA as a whole substantially met its goals and student academic achievement expectations.

**EL Haynes PCS – PMF Outcomes**

Campus	2013-14	2014-15	2015-16	2016-17	2017-18	Average
EL Haynes ES (Grades PK3-4)	<b>Tier 2</b> 64.8% Met 7 of 9 EC PMF Floors	<b>N/A</b> PMF not scored or tiered	<b>Tier 1</b> 73.2%	<b>Tier 1</b> 76.8%	<b>Tier 1</b> 75.5%	<b>72.6%</b>
EL Haynes MS (Grades 5-8)	<b>Tier 2</b> 61.9%		<b>Tier 2</b> 64.6%	<b>Tier 2</b> 54.8%	<b>Tier 2</b> 52.3%	<b>58.4%</b>
EL Haynes HS (Grades 9-12)	<b>Tier 2</b> 61.9%		<b>Tier 2</b> 48.9%	<b>Tier 2</b> 62.7%	<b>Tier 1</b> 66.8%	<b>60.1%</b>

<sup>16</sup> Please see the Elect to Adopt the PMF as Goals Policy attached as Appendix G.

## **Student Academic Achievement and Progress Measures**

The school's elementary and middle school PMF scores are based on the following:

- Proficiency rates in English language arts (ELA) and math on the statewide assessment (the PARCC test) taken by 3<sup>rd</sup> through 8<sup>th</sup> graders.
- Academic growth from one year to the next on the PARCC as measured by the Median Growth Percentile, which assesses the relative year-to-year progress made by individual students at a school. The MGP included in this review is the two-year weighted average as displayed on the PMF.
- School environment measures, including attendance rates, re-enrollment rates, and scores from the Classroom Assessment Scoring System (CLASS), which assesses classroom instruction in pre-kindergarten.
- For SY 2013-14, the following measures count toward goal attainment for the school's early childhood program:
  - PK CLASS Scores in the Emotional Support, Organization and Instructional Support Domains: The school must meet or exceed the threshold for the CLASS score in each domain that is scored by an external vendor.
  - PK Literacy Individual Growth and Development Indicators (myIGDI) Assessment: The percent of PK3-PK4 students achieving a proficient score must meet or exceed the threshold for the myIGDI literacy assessment.
  - PK Math myIGDI Assessment: The percent of PK3-PK4 students achieving a proficient score must meet or exceed the threshold for the myIGDI math assessment.
  - K-2 Literacy Fountas & Pinnell Assessment: The percent of K-2 students achieving a proficient score must meet or exceed the threshold for the Fountas & Pinnell literacy assessment.
  - K-2 Math Northwest Evaluation Association Measures of Academic Achievement (NWEA MAP) Assessment: The percent of K-2 students must meet or exceed the threshold for the NWEA MAP math assessment.

The school's high school PMF scores are based on the following:

- Proficiency rates in ELA and math on the statewide assessment (the PARCC test).
- Academic growth from one year to the next on the PARCC as measured by the Median Growth Percentile (MGP), which assesses the relative year-to-year progress made by individual students at a school. The MGP included in this review is the two-year weighted average as displayed on the PMF.
- Gateway outcomes aligned to college and career readiness measured by graduation rate, PSAT performance, SAT/ACT performance, college acceptance rates, achievement in Advanced Placement, International Baccalaureate, or dual enrollment programs, and achievement in career and technical education (CTE) programs.
- School environment measures, including attendance rates, re-enrollment rates, and 9<sup>th</sup> graders on track to graduate.

Many charts are color coded. Please use the following key:

<b>KEY for Campus Rate Data Charts</b>	
<b>3+</b>	<ul style="list-style-type: none"> <li>A PARCC score of 3 = Approaching College and Career Ready</li> <li>3+ denotes the percentage of students who obtained a 3, 4, or 5 on the PARCC</li> </ul>
<b>4+</b>	<ul style="list-style-type: none"> <li>A PARCC score of 4 = College and Career Ready</li> <li>4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC</li> <li>4+ is considered to be proficient</li> </ul>
<b>n-size</b>	<ul style="list-style-type: none"> <li>Number of students who took the state assessment at this school</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>Greater than or equal to the state average or charter sector average of the same grade band</li> <li>Met or exceeded the floor of SY 2013-14 EC PMF Measure</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>Less than the state average or charter sector average of the same grade band</li> <li>Below the floor of SY 2013-14 EC PMF Measure</li> </ul>
<b>No Shading</b>	<ul style="list-style-type: none"> <li>Data from 2014-15, when the state transitioned to PARCC and the school performed below the state average. (Note – as stated above, if the school did better than the state average, this is colored green.)</li> <li>PK – 2 “display only” data that does not factor into the PMF score or goal attainment.</li> <li>HS Campus Only – Consortium MGP data in 2017-18 was optional for the school to include on the PMF. (Note – as stated above, if the school did better than the consortium average, this is colored green.)</li> </ul>

## English Language Arts

EL Haynes PCS’s strongest ELA performance is at its elementary school, where students have met or exceeded the state average every year of the review period and posted MGPs above 60 the past two school years. EL Haynes PCS – Middle School declined nearly ten points on the PMF from SY 2015-16 to SY 2016-17 in part due to a significant drop in student growth. The high school campus has improved its PMF performance consistently since SY 2015-16, but has scored below the state average in ELA every year, except for SY 2016-17. The high school received only 0.2 of 10 possible points for ELA proficiency on the PMF in SY 2017-18.

### Elementary School ELA Proficiency & Growth (Grades 3-4)

EL Haynes PCS – Elementary School’s overall proficiency rates have outperformed the state average every year of the review period for both approaching college and career ready and above (level 3+) and college and career ready (level 4+). Additionally, the school has had strong overall growth for the past three years, improving over 10 points on the MGP from SY 2015-16 to SY 2016-17. Growth for nearly every subgroup has been above the state average, contributing to the school’s strong PMF performance. The only area of concern is the performance of the school’s students with disabilities, who both scored below the state average for level 3+ and level 4+ and have had an MGP below 50 for the last two years. Every other subgroup has consistently had an MGP at or above 50, including English Learners and At-Risk students. For these students, even though the percent scoring level

3+ or level 4+ is below the state average, the MGP is 77.5 and 52.4 for SY 2017-18, respectively.

<b>EL Haynes PCS - Elementary School</b>											
<b>ELA Proficiency Grades 3-4</b>											
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State	School	State
All	53.4	47.0	% 3 +	50.0	47.6	56.8	50.9	58.2	53.4	58.0	56.0
			% 4 +	28.7	25.0	31.6	27.1	40.8	30.1	39.0	32.9
	146		denominator	122		95		98		100	
Black Non-Hispanic	50.0	39.1	% 3 +	53.2	39.7	53.3	43.7	52.4	45.5	52.5	48.0
			% 4 +	24.2	16.5	31.1	19.6	31.0	21.4	30.0	24.2
	66		denominator	62		45		42		40	
Hispanic / Latino	33.3	44.4	% 3 +	31.7	45.7	51.4	48.9	47.5	53.1	50.0	56.7
			% 4 +	12.2	19.6	18.9	22.0	32.5	26.6	32.6	30.5
	45		denominator	41		37		40		46	
White	92.0	92.0	% 3 +	87.5	90.7	N/A	89.5	N/A	93.5	N/A	92.3
			% 4 +	87.5	75.0		71.3		79.8		78.1
	25		denominator	16		n < 10		n < 10		n < 10	
Multiracial	70.0	80.3	% 3 +	N/A	77.4	N/A	78.9	N/A	82.6	N/A	82.7
			% 4 +		62.4		62.6		64.3		61.8
	10		denominator	n < 10		n < 10		n < 10		n < 10	
English Learner	22.7	39.5	% 3 +	30.2	38.6	48.6	42.7	41.7	46.6	44.4	49.2
			% 4 +	9.3	14.3	10.8	17.0	22.2	20.1	19.4	23.5
	44		denominator	43		37		36		36	
Students with Disabilities	20.0	19.9	% 3 +	9.1	13.6	17.6	19.3	20.7	20.2	13.6	17.3
			% 4 +	9.1	4.4	11.8	7.0	6.9	7.8	4.5	6.3
	25		denominator	22		17		29		22	
Male	44.0	42.3	% 3 +	38.6	43.0	53.1	45.7	54.7	47.2	46.8	49.9
			% 4 +	22.8	21.6	26.5	23.7	34.0	25.2	31.9	27.9
	75		denominator	57		49		53		47	
Female	63.4	51.6	% 3 +	60.0	52.2	60.9	56.3	62.2	59.6	67.9	62.2
			% 4 +	33.8	28.3	37.0	30.6	48.9	35.2	45.3	38.1
	71		denominator	65		46		45		53	
At-Risk			% 3 +			48.8	35.7	42.9	37.8	41.7	41.9
			% 4 +			19.5	13.3	22.9	15.1	16.7	18.7
			denominator			41		35		36	

<b>EL Haynes PCS - Elementary School</b>					
<b>ELA MGP Grade 4</b>					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	49.0	47.5	56.0	67.6	70.9
Black Non-Hispanic	45.0	43.3	50.2	61.0	58.6
Hispanic / Latino	48.0	41.7	58.5	75.8	71.5
White	59.0	67.2	70.3	n < 10	n < 10
English Learner	n < 10	43.8	62.2	78.6	77.5
Students with Disabilities	n < 10	56.5	57.7	44.5	38.2
Male	48.0	42.7	51.7	67.4	60.8
Female	49.0	54.6	63.8	66.8	77.4
At-Risk			64.0	60.3	52.2

Middle School ELA Proficiency and Growth (Grades 5-8)

EL Haynes PCS – Middle School’s overall growth and proficiency were at or above the state average in the first two years of the PARCC assessment, but in SY 2016-17 and SY 2017-18, the middle school has fallen below the state average despite increases in PARCC performance in SY 2017-18. Compared to its historical performance, the middle school earned significantly fewer points for its ELA growth on the PMF in SY 2016-17, contributing to its near 10-point decline in its overall PMF score from the year prior. On a positive note, Black non-Hispanic students represent approximately half of the school’s population, and have outperformed the state average in level 4+ and 3+ every year of the review period

**EL Haynes PCS - Middle School  
ELA Proficiency Grades 5-8**

	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State	School	State
All	58.0	52.5	% 3 +	60.8	48.6	53.6	52.3	49.9	55.4	55.4	58.5
			% 4 +	32.8	24.6	27.1	27.8	22.7	31.4	32.7	34.5
	343		denominator	360		358		339		343	
Black Non-Hispanic	54.8	46.6	% 3 +	59.1	41.2	50.3	45.3	48.7	48.1	55.3	51.3
			% 4 +	31.0	16.6	24.9	19.6	23.7	22.6	34.0	25.5
	155		denominator	171		169		152		159	
Hispanic / Latino	54.2	53.9	% 3 +	54.9	51.9	53.3	54.6	47.1	58.3	53.2	61.6
			% 4 +	25.5	22.6	24.0	27.8	19.2	31.2	31.2	34.9
	144		denominator	153		167		172		141	
White	94.7	94.7	% 3 +	94.1	92.5	90.9	91.9	N/A	93.1	75.0	95.0
			% 4 +	94.1	82.0	90.9	78.2		82.9	56.2	84.8
	19		denominator	17		11		n < 10		16	
Multiracial	80.0	85.7	% 3 +	92.9	84.9	N/A	82.1	N/A	87.2	61.1	85.9
			% 4 +	64.3	62.7		64.6		69.0	16.7	67.9
	15		denominator	14		n < 10		n < 10		18	
English Learner	39.6	37.3	% 3 +	41.8	30.4	27.8	33.3	23.7	38.1	23.9	39.8
			% 4 +	14.3	9.0	8.3	12.0	6.6	14.7	9.0	16.4
	111		denominator	98		72		76		67	
Students with Disabilities	21.3	21.6	% 3 +	18.9	13.1	22.1	16.4	17.6	18.3	16.9	18.6
			% 4 +	8.1	4.1	9.3	4.8	2.7	5.6	1.4	5.7
	75		denominator	74		86		74		71	
Male	55.9	46.3	% 3 +	56.2	41.2	46.0	44.5	40.3	47.7	46.5	50.5
			% 4 +	27.8	19.6	18.7	22.1	15.3	25.1	24.6	27.8
	186		denominator	194		198		176		187	
Female	60.5	58.9	% 3 +	66.3	56.1	63.1	60.2	60.1	63.2	66.0	66.8
			% 4 +	38.6	29.7	37.5	33.5	30.7	37.7	42.3	41.2
	157		denominator	166		160		163		156	
At-Risk			% 3 +			46.7	37.6	44.6	41.4	47.4	44.7
			% 4 +			23.0	13.5	16.9	16.6	23.4	18.8
			denominator			152		148		137	

<b>EL Haynes PCS - Middle School</b>					
<b>ELA MGP Grades 5-8</b>					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	56.5	58.1	53.8	41.1	43.0
Black Non-Hispanic	51.5	57.2	49.9	37.2	40.6
Hispanic / Latino	61.0	56.7	55.3	42.9	43.0
White	62.7	77.5	78.0	80.6	58.7
Multiracial	61.6	63.9	47.3	35.5	46.3
English Learner	50.8	54.5	54.7	43.0	47.7
Students with Disabilities	50.8	48.4	45.8	38.3	39.8
Male	53.5	56.1	51.1	37.6	38.6
Female	58.9	60.8	56.4	46.2	48.9
At-Risk			42.5	39.8	43.0

High School ELA Proficiency and Growth (Grades 9 and 10)

EL Haynes PCS – High School has struggled with ELA proficiency every year of the review period with the exception of SY 2016-17. The most recent year saw extremely low results across most subgroups. Student growth on PARCC as measured by MGP of all PARCC consortium states was just 27 (where average growth is 50) indicating the school's students are growing at a rate far below average.



EL Haynes PCS - High School ELA Proficiency Grade 10											
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State	School	State
All	44.9	49.3	% 3 +	21.9	42.4	34.7	36.9	62.2	43.8	26.0	46.7
			% 4 +	6.2	25.1	12.4	21.0	30.6	27.3	6.2	29.3
	78		denominator	96		121		111		96	
Black Non-Hispanic	52.4	45.9	% 3 +	20.0	37.6	28.8	33.1	58.6	39.1	9.1	41.6
			% 4 +	5.5	19.6	9.6	17.4	27.6	21.3	3.0	22.7
	42		denominator	55		52		58		33	
Hispanic / Latino	33.3	48.9	% 3 +	23.7	44.3	37.9	37.3	62.2	40.5	35.6	41.5
			% 4 +	5.3	25.5	12.1	20.5	31.1	25.7	6.8	24.6
	33		denominator	38		66		45		59	
English Learner	33.3	27.8	% 3 +	14.3	22.7	14.7	19.3	53.8	18.7	12.5	20.8
			% 4 +	0.0	4.6	2.9	8.2	15.4	7.6	0.0	9.8
	24		denominator	21		34		26		16	
Students with Disabilities	21.4	15.2	% 3 +	23.5	11.3	6.5	9.4	37.9	13.7	15.8	13.8
			% 4 +	0.0	3.8	3.2	3.9	3.4	5.1	0.0	3.8
	14		denominator	17		31		29		19	
Male	43.6	41.7	% 3 +	18.9	34.9	29.3	29.6	60.9	35.6	26.3	36.8
			% 4 +	5.7	19.2	6.9	15.2	24.6	19.9	8.8	22.7
	39		denominator	53		58		69		57	
Female	46.2	56.4	% 3 +	25.6	49.7	39.7	44.1	64.3	52.0	25.6	56.8
			% 4 +	7.0	30.7	17.5	26.6	40.5	34.7	2.6	35.9
	39		denominator	43		63		42		39	
At-Risk			% 3 +			22.9	25.0	53.4	29.3	18.4	31.0
			% 4 +			8.6	11.6	19.0	14.6	4.1	15.8
			denominator			70		58		49	

EL Haynes PCS – High School ELA MGP Grades 9-12					
	2013-2014 DC CAS	2014-2015 PARCC	2015-2016 PARCC	2016-2017 PARCC	2017-2018 <sup>17</sup> PARCC
All	47.0				27.0
Black Non-Hispanic	48.1				27.0
Hispanic / Latino	44.1				27.0
English Learner	50.3				24.0
Students with Disabilities	41.1				29.5
Male	38.6				27.0
Female	54.0				26.5
At-Risk	N/A				26.0

<sup>17</sup> In SY 2017-18, growth scores were reintroduced using consortium MGP. This data was optional for all high schools to include on the PMF because charter schools did not know growth would be available until the end of the 2017-18 school year.

### ELA PK and K-2 Student Outcomes

DC PCSB allows schools to choose the assessments for ELA that best fit the academic program and philosophy of the early childhood environment at the school. After SY 2013-14, scores on these assessments were not formally included in this school's PMF score; they are included as indicators of student academic progress and achievement in these grade bands and are included in the analysis when determining if the consistent improvement provision applies. The results displayed below reflect the percent of students who met or exceeded the test publisher's expectations (or "display range") for achievement at the end of the year.

In SY 2013-14, the school used myIGDI to measure PK student literacy and scored below the floor established for performance. The school made a significant improvement on myIGDI the following year and, after switching assessments to Every Child Ready, has scored within the display range. In SY 2013-14, using Fountas and Pinnell for kindergarten through second grade to measure reading progress, the school scored above the floor. The school's scores improved the next year and then slightly decreased before it switched assessments to iReady, on which students have scored within the display range. While the PK grades have scored within the display range for Every Child Ready annually, the school performs in the lower half of all schools using this assessment.

PK Reading Student Outcomes			K-2 Reading Student Outcomes		
2013-14	Individual Growth and Development Indicators (myIGDI):  Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year	53.0	2013-14	Fountas and Pinnell (F&P)  Percent of students meeting or exceeding the publisher's expectations for achievement at the end of the year	57.2
2014-15	Display Range: 75 to 100	85.4	2014-15	Display Range:  60 to 100	73.8
2015-16	Every Child Ready (ECR):  Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year	65.1	2015-16	iReady  Percent of students meeting or exceeding the publisher's expectations for growth by the end of the year	72.9
2016-17	Display Range: 60 to 100	71.3	2016-17	Display Range: 30 to 70	59.5
2017-18		68.5	2017-18		60.7

## **Math**

EL Haynes PCS's strongest math performance is at its elementary school campus, where students have met or exceeded the state average every year of the review period and maintained MGPs in the 70s the first three years of the review period. EL Haynes PCS – Middle School proficiency has declined steadily since 2015-16 and is now at or slightly below state averages for most subgroups. The high school campus has improved its PMF performance consistently since SY 2015-16, though performance is stronger for level 3+ and remains quite weak for 4+ in most subgroups.

### Elementary School Math Proficiency and Growth (Grades 3-4)

Similar to EL Haynes PCS – Elementary School's ELA performance, the school's overall proficiency rates in math have outperformed the state average every year of the review period for both level 3+ and level 4+. The school has had strong overall growth during every year of the review period, particularly in the early years when its overall MGP was over 70. The school has maintained an MGP above 50 in recent years largely as a result of its strong female student growth. In SY 2016-17 and SY 2017-18, male students had lower MGPs than female students. Last year, at-risk students and English Learners had MGPs above 50. However, the school's students with disabilities have shown lower proficiency and lower growth than corresponding state averages.

**EL Haynes PCS - Elementary School  
Math Proficiency Grades 3-4**

	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State	School	State
All	56.2	52.9	% 3 +	62.3	55.0	64.2	57.8	68.4	60.5	64.0	62.0
			% 4 +	32.0	29.2	40.0	34.6	46.9	35.9	42.0	37.6
	146		denominator	122		95		98		100	
Black Non-Hispanic	48.5	45.0	% 3 +	59.7	47.1	60.0	50.7	59.5	53.5	62.5	54.5
			% 4 +	25.8	21.3	33.3	26.9	35.7	27.1	40.0	28.3
	66		denominator	62		45		42		40	
Hispanic / Latino	46.7	54.6	% 3 +	56.1	57.4	59.5	58.1	65.0	61.5	56.5	64.1
			% 4 +	19.5	25.4	32.4	30.0	40.0	34.9	28.3	35.5
	45		denominator	41		37		40		46	
White	88.0	92.8	% 3 +	87.5	91.4	N/A	92.0	N/A	94.3	N/A	94.2
			% 4 +	87.5	72.9		79.0		81.3		84.3
	25		denominator	16		n < 10		n < 10		n < 10	
Multiracial	70.0	83.6	% 3 +	N/A	83.9	N/A	84.5	N/A	82.6	N/A	85.8
			% 4 +		61.6		66.8		67.1		71.4
	10		denominator	n < 10		n < 10		n < 10		n < 10	
English Learner	36.4	52.4	% 3 +	51.2	53.7	51.4	54.2	66.7	57.7	50.0	59.6
			% 4 +	14.0	22.5	24.3	27.8	36.1	30.4	16.7	30.2
	44		denominator	43		37		36		36	
Students with Disabilities	24.0	27.8	% 3 +	31.8	20.2	35.3	26.9	37.9	28.2	13.6	25.5
			% 4 +	4.5	6.4	11.8	11.7	13.8	12.4	13.6	10.3
	25		denominator	22		17		29		22	
Male	49.3	51.8	% 3 +	56.1	53.5	61.2	55.7	62.3	57.9	59.6	60.0
			% 4 +	28.1	29.1	36.7	33.8	43.4	34.6	38.3	36.0
	75		denominator	57		49		53		47	
Female	63.4	54.0	% 3 +	67.7	56.7	67.4	59.8	75.6	63.2	67.9	64.1
			% 4 +	35.4	29.2	43.5	35.3	51.1	37.2	45.3	39.2
	71		denominator	65		46		45		53	
At-Risk			% 3 +			56.1	43.6	51.4	46.3	55.6	48.3
			% 4 +			29.3	20.8	25.7	21.4	27.8	22.7
			denominator			41		35		36	

**EL Haynes PCS - Elementary School  
Math MGP Grade 4**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	75.0	75.0	70.3	53.0	52.8
Black Non-Hispanic	72.5	75.1	71.0	47.2	50.2
Hispanic / Latino	68.0	64.7	64.0	60.7	53.3
White	84.0	82.6	70.8	n < 10	n < 10
English Learner	n < 10	61.7	66.5	67.5	58.5
Students with Disabilities	n < 10	67.8	58.5	39.4	39.0
Male	68.0	69.0	65.8	43.9	46.9
Female	76.0	76.7	75.6	68.5	62.5
At-Risk			60.0	49.4	50.3

Middle School Math Proficiency and Growth (Grades 5-8)

EL Haynes PCS – Middle School’s overall growth and proficiency exceeded the state average in the early years of the review period but have decreased in the past two years. English Learners which are approximately 20% of the tested population, decreased by 7.9 percentage points for students scoring level 3+ from SY 2016-17 to SY 2017-18. The school maintained overall MGPs above 60 during SY 2014-15 and SY 2015-16 but fell below 50 for the first time in four years during SY 2017-18.

<b>EL Haynes PCS - Middle School Math Proficiency Grades 5-8</b>											
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State	School	State
All	66.8	57.1	% 3 +	57.2	45.2	58.7	45.6	54.0	47.9	51.0	50.8
			% 4 +	29.4	19.6	24.0	21.3	19.8	23.0	23.3	26.3
	343		denominator	360		358		339		343	
Black Non-Hispanic	62.6	51.0	% 3 +	52.0	39.0	54.4	38.4	50.7	40.1	46.5	43.0
			% 4 +	26.3	13.8	20.7	14.5	17.8	15.3	22.0	18.4
	155		denominator	171		169		152		159	
Hispanic / Latino	64.6	62.2	% 3 +	56.9	48.2	59.3	51.0	55.2	52.0	52.5	55.0
			% 4 +	24.2	18.4	21.6	21.5	18.0	23.3	21.3	26.6
	144		denominator	153		167		172		141	
White	94.7	94.1	% 3 +	94.1	88.7	100.0	90.0	N/A	91.8	87.5	92.8
			% 4 +	88.2	68.1	90.9	70.4		72.6	56.2	75.7
	19		denominator	17		11		n < 10		16	
Multiracial	80.0	86.8	% 3 +	64.3	79.5	N/A	80.7	N/A	83.8	50.0	79.8
			% 4 +	50.0	52.5		55.7		63.5	22.2	59.6
	15		denominator	14		n < 10		n < 10		18	
English Learner	55.0	49.5	% 3 +	44.9	34.5	40.3	34.7	30.3	36.9	22.4	40.7
			% 4 +	17.3	10.8	15.3	13.3	3.9	14.8	6.0	15.3
	111		denominator	98		72		76		67	
Students with Disabilities	30.7	25.8	% 3 +	17.6	13.6	31.4	16.0	24.3	17.0	16.9	17.1
			% 4 +	8.1	3.2	8.1	4.4	5.4	4.7	2.8	5.2
	75		denominator	74		86		74		71	
Male	62.9	53.9	% 3 +	53.6	42.1	56.6	43.1	53.4	44.9	48.7	47.6
			% 4 +	25.8	18.3	19.2	19.5	16.5	21.7	23.5	24.9
	186		denominator	194		198		176		187	
Female	71.3	60.3	% 3 +	61.4	48.4	61.3	48.2	54.6	50.9	53.8	54.1
			% 4 +	33.7	21.0	30.0	23.0	23.3	24.5	23.1	27.7
	157		denominator	166		160		163		156	
At-Risk			% 3 +			53.3	32.1	52.7	33.8	43.1	36.7
			% 4 +			19.1	10.4	16.2	11.7	15.3	13.5
			denominator			152		148		137	

<b>EL Haynes PCS - Middle School Math MGP Grades 5-8</b>					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	48.6	61.2	62.4	58.7	45.0
Black Non-Hispanic	49.9	60.4	60.2	57.1	44.9
Hispanic / Latino	47.6	58.8	61.7	58.9	45.8
White	61.5	84.0	85.6	79.3	60.8
Multiracial	53.1	66.3	65.9	71.3	43.3
English Learner	43.2	54.9	59.4	55.4	42.6
Students with Disabilities	38.2	53.9	55.5	52.5	43.2
Male	46.3	59.0	60.5	55.9	42.3
Female	52.5	64.0	63.9	62.0	48.3
At-Risk			61.5	58.3	45.3

High School Math Proficiency and Growth (Grades 9-12)

With the exception of SY 2016-17, EL Haynes PCS – High School has scored below the state average in math proficiency for every year of the review period, and the achievement gap among female students and male students likely contributed to the lower proficiency rates in SY 2017-18. Male students exceeded the state average by 19 percentage points, while female students scored 15.4 percentage points below the state average. Growth was stronger than proficiency in SY 2017-18; however, with the school earning a 53 overall MGP, this indicates that the majority of ninth graders at EL Haynes PCS enter the school below grade level.

**EL Haynes PCS—High School  
Math Proficiency Grades 9 and 10<sup>18</sup>**

	2013-2014 DC CAS			2015-2016 PARCC		2016-2017 PARCC		2017-2018 PARCC	
	School	State		School	State	School	State	School	State
All	61.5	51	% 3 +	29.0	38.7	47.5	41.6	42.2	42.6
			% 4 +	10.5	16.5	19.7	19.0	5.9	21.1
	78		<i>denominator</i>	124		122		102	
Black Non-Hispanic	66.7	47.3	% 3 +	31.4	28.6	37.3	31.9	36.6	33.6
			% 4 +	9.8	7.7	15.3	10.3	7.3	11.2
	42		<i>denominator</i>	51		59		41	
Hispanic / Latino	51.5	51.6	% 3 +	26.1	30.9	53.7	37.6	47.5	39.0
			% 4 +	10.1	9.4	20.4	12.7	5.1	16.8
	33		<i>denominator</i>	69		54		59	
English Learner	50.0	37.1	% 3 +	7.9	14.7	31.0	19.7	23.5	18.9
			% 4 +	0.0	5.0	10.3	6.9	0.0	6.2
	24		<i>denominator</i>	38		29		17	
Students with Disabilities	21.4	18.3	% 3 +	3.3	9.4	24.2	8.7	21.1	10.8
			% 4 +	0.0	2.6	9.1	1.4	0.0	1.7
	14		<i>denominator</i>	30		33		19	
Male	59.0	45.6	% 3 +	26.2	36.0	48.7	40.3	50.0	38.8
			% 4 +	11.5	15.3	21.8	18.2	6.7	18.7
	39		<i>denominator</i>	61		78		60	
Female	64.1	56	% 3 +	31.7	41.0	45.5	42.8	31.0	46.4
			% 4 +	9.5	17.5	15.9	19.7	4.8	23.5
	39		<i>denominator</i>	63		44		42	
At-Risk			% 3 +	19.4	19.2	38.1	22.7	40.7	24.6
			% 4 +	6.9	4.5	11.1	5.5	3.7	6.1
			<i>denominator</i>	72		63		54	

**EL Haynes PCS – High School  
Math MGP Grades 9 and 10**

	2013-2014 DC CAS	2014-2015 PARCC	2015-2016 PARCC	2016-2017 PARCC	2017-2018 PARCC
All	48.0	N/A			53.0
Black Non-Hispanic	46.4				55.0
Hispanic / Latino	45.6				51.0
English Learner	46.9				50.0
Students with Disabilities	40.0				31.0
Male	43.0				54.5
Female	51.0				45.0
At-Risk	N/A				53.0

<sup>18</sup> In SY 2014-15, no students at the school completed the PARCC Geometry assessment; the school's results were N/A on the 2015 HS PMF.

Math PK and K-2 Student Outcomes

DC PCSB allows schools to choose the assessments for math that best fit the academic program and philosophy of the early childhood environment at the school. After SY 2013-14, scores on these assessments were not formally included in this school’s PMF score; they are included as indicators of student academic progress and achievement in these grade bands and are included in the analysis when determining if the consistent improvement provision applies. The results displayed below reflect the percent of students who met or exceeded the test publisher’s expectations (or “display range”) for achievement at the end of the year.

In SY 2013-14, the school scored below the floor in PK math, causing the school to not fully meet all of its goals over the review period. After SY 2013-14, the school improved by 46.1 percentage points on the myIGDI assessment for PK students. The school scored above the floor for K-2 math in SY 2013-14 and the school has continued to score within the display range the past four years.

PK Math Student Outcomes			K-2 Math Student Outcomes		
2013-14	Individual Growth and Development Indicators (myIGDI):  Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year  Display Range: 75 to 100	44.6	2013-14	Northwest Education Association Measures of Academic Progress (NWEA MAP):  Students had to meet or exceed either the college readiness target or score at or above typical growth  Display Range: 50 to 90	85.5
2014-15		90.7	2014-15	iReady: Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year Display Range: 30 to 70	59.3
2015-16	Every Child Ready (ECR):	73.3	2015-16		67.4
2016-17	Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year	77.0	2016-17		61.4
2017-18	Display Range: 60 to 100	80.9	2017-18		70.7



## High School Gateway for College and Career Readiness PMF Metrics

The following table details how DC PCSB measures high school metrics on the PMF.

Indicator	Notes
Ninth grade students on track to graduate	DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years.
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT.
Advanced Placement (AP), International Baccalaureate (IB), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students.
High school graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class.
College acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

### Ninth Grade Students on Track to Graduate

EL Haynes PCS – High School has consistently improved the percentage of 9<sup>th</sup> grade students on track to graduate during the review period. In SY 2013-14 only 71.2% of students were on track to graduate, whereas in SY 2017-18, 96.1% are on track to graduate – a 24.9 percentage point increase. The school has outpaced the charter sector average the past three years.

### PSAT

While the school's PSAT score was below the sector average from SY 2014-15 to SY 2016-17, they have been consistently improving and are now back at levels seen in SY 2013-14.

### SAT/ACT

The school's performance on the SAT and ACT has been below the sector average since SY 2014-15. However, in line with its PSAT improvement, the school has also improved every year since the initial performance dip in SY 2015-16. The school was only 2.1 percentage points below the sector average in SY 2017-18.

### Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment

The school's performance on Advanced Placement exams has increased since 2014-15, with a significant improvement from 2016-17 to 2017-18, and is currently above the charter sector average.

Graduation Rates

During every year of the review period, EL Haynes PCS – High School has improved its four and five year Adjusted Cohort Graduation Rate (ACGR). SY 2017-18 was the first year the school exceeded the ACGR Four Year charter sector average with 85.9% of seniors graduating. In SY 2016-17, the school outperformed the charter sector average among students graduating in five years by nearly three percentage points.

College Acceptance

The first year DC PCSB measured college acceptance in SY 2014-15, EL Haynes PCS – High School had 100% of its graduating seniors accepted to college. In the years following, the school fell below the charter sector average, with SY 2015-16 being a notable decline. The school increased in 2016-17 and 2017-18, outperforming the sector average and having 93.8% of graduating seniors be accepted to college.

<b>EL Haynes PCS - High School High School Gateway Rates</b>										
<b>Measure</b>	2013-14 <sup>19</sup>		2014-15		2015-16		2016-17		2017-18	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
9th Grade on Track	71.2	79.3	71.6	74.0	88.7	75.9	84.0	83.6	96.1	84.7
	158		162		150		119		128	
PSAT	43.5	27.9	11.7	25.8	21.0	29.2	26.0	26.5	43.0	37.7
	70		94		105		104		93	
SAT/ACT	N/A		66.7	44.9	43.9	44.3	51.6	55.2	53.8	55.9
			51		57		91		93	
AP/IB/DE/CTE			0.0	25.5	3.5	25.2	16.5	28.2	46.2	37.0
			51		57		91		93	
College Acceptance	N/A		100.0	96.7	86.6	97.2	94.8	95.8	93.8	80.5
				51		82		97		97

Graduation Rates

The cohort for both the four-year ACGR and five-year ACGR is the same. The four-year ACGR accounts for students earning a diploma in four-years or fewer whereas the five-year rate includes students who earn a diploma in five years or fewer. EL Haynes PCS – High School had its first graduating class of twelfth graders in SY 2014-15. DC PCSB typically displays ACGR 4 – Year on the PMF with a one year lag, however, for SY 2014-15 only, ACGR

<sup>19</sup> EL Haynes PCS - High School did not serve 12<sup>th</sup> grade students in SY 2013-14. SAT/ACT, AP/IB/DE/CTE, ACGR – 4 Year, and College Acceptance are all measured in the 12<sup>th</sup> grade and are thus N/A for this school year. ACGR 5 – Year requires at least two years of serving 12<sup>th</sup> graders and was not measurable until SY 2015-16.

4 – Year was displayed without a lag resulting in the same displayed rate for both SY 2014-15 and SY 2015-16.

During every year of the review period, EL Haynes PCS – High School has improved its four and five year ACGR. The school graduated an additional fifteen students when allowing for an additional year of graduation in SY 2015-16 and an additional eleven students in SY 2016-17. SY 2017-18 was the first year the school exceeded the ACGR Four Year charter sector average with 85.9% of seniors graduating. In SY 2016-17, the school outperformed the charter sector average among students graduating in five years by nearly three percentage points.

EL Haynes PCS – High School Adjusted Cohort Graduation Rate (ACGR)								
	2014-15		2015-16		2016-17		2017-18	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
ACGR - 4 Year Rate	58.8	71.2	58.8	75.8	76.1	80.3	85.9	80.5
	80		80		88		99	
ACGR - 5 Year Rate	N/A		77.5	82.9	88.6	85.7	92.7	88.8
			80		88		96	

### School Environment Measures

School environment measures – in-seat attendance, re-enrollment, and the Classroom Assessment Scoring System (CLASS) for pre-kindergarten – are designed to show the school’s climate and parent satisfaction.

#### In-Seat Attendance

DC PCSB measures In-Seat Attendance (ISA). EL Haynes PCS has maintained strong attendance across all of its campuses during the review period. The elementary school met the floor for attendance in SY 2013-14 on the EC PMF.

EL Haynes PCS In-Seat Attendance										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Elementary School	95.5	92.9	94.1	92.9	94.8	92.4	94.3	92.6	94.0	92.3
Middle School	94.6	93.8	94.4	93.8	93.4	93.5	95.9	93.9	95.5	93.7
High School	91.5	89.3	91.0	90.4	90.8	89.4	88.4	88.3	90.4	90.3

**EL Haynes PCS – SY 2013-14 EC PMF  
In-Seat Attendance**

2013-14		
Grade	School	PMF Floor
PK	94.3	80.0
K-2	95.4	82.0

Re-enrollment

A school's re-enrollment rate assesses family satisfaction with a school by measuring the rate at which students who are eligible return from one year's official enrollment audit to the next year's official enrollment audit.<sup>20</sup> Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

EL Haynes PCS has maintained high reenrollment rates across all three campuses. From SY 2015-16 to 2016-17, EL Haynes PCS had reenrollment rates above 90% at every campus. In SY 2013-14, EL Haynes PCS – Elementary School met the floor for K-2 re-enrollment on the EC PMF.

**EL Haynes PCS - Elementary School  
Re-enrollment Rates**

	2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17		2016-17 to 2017-18	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Elementary School	91.5	82.9	92.1	82.9	93.7	83.4	90.0	84.3
	293		266		271		281	
Middle School	91.4	83.2	90.2	83.4	91.6	85.2	88.0	84.7
	245		266		262		242	
High School	87.7	81.1	88.3	82.3	95.1	83.7	89.3	83.7
	318		360		345		338	

**EL Haynes PCS – SY 2013-14  
EC PMF Re-enrollment**

2013-14		
	School	PMF Floor
K-2 Students	92.6	60.0

<sup>20</sup> The enrollment audit occurs in October of each school year.

CLASS<sup>21</sup>

The table below shows EL Haynes PCS – Elementary School’s CLASS performance. For the last four years of the review period, the school has steadily maintained or improved its performance in every domain. In SY 2013-14, the elementary school exceeded the floor in every domain for CLASS.

CLASS Performance Targets			
Year	Domain	School	Charter Sector
2013-14	Classroom Organization	5.0	5.2
2014-15		4.9	5.5
2015-16		5.6	5.9
2016-17		6.1	5.8
2017-18		6.3	5.8
2013-14	Emotional Support	5.6	5.7
2014-15		5.3	5.9
2015-16		5.8	6.0
2016-17		6.2	6.1
2017-18		6.2	6.0
2013-14	Instructional Support	2.4	2.5
2014-15		1.8	2.8
2015-16		2.8	3.1
2016-17		3.4	3.0
2017-18		3.4	3.2

CLASS PMF Performance SY 2013-14 Only			
Year	Domain	School	PMF Floor
2013-14	Classroom Organization	5.0	3.0
2013-14	Emotional Support	5.6	3.0
2013-14	Instructional Support	2.4	1.0

Qualitative Site Reviews (QSRs)

DC PCSB conducts QSRs of charter schools to assess classroom environment and quality of instruction. In September and October of 2017, in anticipation of this charter renewal analysis, DC PCSB conducted a QSR at each EL Haynes PCS campus. In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating

<sup>21</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

in classroom environment<sup>22</sup> and instruction.<sup>23</sup> The following tables detail the percentage of classrooms at each campus that were rated proficient or distinguished in each domain.

Each EL Haynes PCS campus scored below average compared to schools that received a QSR over the past five school years. QSR scores at the elementary school and middle school decreased significantly since the school’s previous QSRs in SY 2013-14. The high school scores remained roughly the same, but were still below average compared to other DC public charter high schools. The middle school campus had the lowest scores in both the Classroom Environment and Instruction domains of all three schools.

EL Haynes PCS – Elementary School

	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>
EL Haynes PCS - Elementary	65%	65%
Average score for PK-8 schools that received a QSR in the last five years	78%	70%

EL Haynes PCS – Middle School

	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>
EL Haynes PCS – Middle	36%	41%
Average score for PK-8 schools that received in the last five years	78%	70%

EL Haynes PCS – High School

	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>
EL Haynes PCS – High	44%	41%
Average score for high schools that received a QSR in the last five years	65%	55%

<sup>22</sup> To assess classroom environment, DC PCSB observed whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

<sup>23</sup> To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment in instruction.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at renewal whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>24</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance for its review period.

Since SY 2013-14, EL Haynes PCS has been compliant with **ALL** the following applicable laws.

- Fair Enrollment Process  
(D.C. Code § 38-1802.06)
- Notice and Due Process for Suspensions and Expulsions  
(D.C. Code § 38-1802.06(g))
- Student Health and Safety  
(D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651)
- Equal Employment  
(D.C. Code § 38-1802.04(c)(5))
- Insurance  
(As required by the school’s charter)
- Facility Licenses  
(D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq.*)
- Proper Composition of Board of Trustees  
(D.C. Code § 38-1802.05(a))
- Accreditation Status  
(D.C. Code § 38-1802.02(16))

### **Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a data form to detail any qualifying procurement contract that the school has executed.

DC PCSB began implementing a new Procurement Contract Submission and Conflicting Interest Policy on July 1, 2018. The statistics below capture EL Haynes PCS’s submissions

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<sup>24</sup> D.C. Code § 38.1802.12(c).

and corresponding compliance with the policy. The school has been mostly compliant with procurement submissions since July 1, 2017.

During the FY 2017 reconciliation process, EL Haynes PCS confirmed that all FY 2017 contracts had been submitted in a timely manner. A historical record of the school's procurement contract bidding submissions can be found here:

<https://dcpcsb.egnyte.com/fl/yMmUVVcS21>.

**Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act<sup>25</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>26</sup> The following section summarizes EL Haynes PCS's special education compliance from SY 2013-14 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and it publishes these findings in an Annual Determination report.<sup>27</sup> Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports (based on the school's 2015-16 performance).

EL Haynes PCS's Annual Determination compliance performance is detailed in the table below.<sup>28</sup> The LEA has consistently met requirements in implementing the elements of Part B of IDEA.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level <sup>29</sup>
2014	86%	Meets Requirements

<sup>25</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>26</sup> 29 U.S.C. § 794.

<sup>27</sup> As required by federal regulation 34 CFR § 300.600(c).

<sup>28</sup> See Annual Determination reports, attached to this report as Appendix H.

<sup>29</sup> IDEA requires OSSE, as the State educational agency (SEA), to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the United States Department of



Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level <sup>29</sup>
2015	85%	Meets Requirements
2016	84%	Meets Requirements

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring,<sup>30</sup> and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,<sup>31</sup> which OSSE uses to determine if an LEA will receive on-site monitoring.<sup>32</sup> LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.<sup>33</sup>

OSSE published an On-Site Compliance Monitoring Report for EL Haynes PCS based on the school’s performance in SY 2017-18.<sup>34</sup> The school had no non-compliant indicators.

On-Site Monitoring Report – LEA-Level Compliance		
Compliance Area	Compliant?	Noncompliant Indicators
Least Restrictive Environment	1 of 1 indicator compliant	0
Individualized Education Program (IEP)	1 of 1 indicator compliant	0
Data	2 of 2 indicators compliant	0
Dispute Resolution	2 of 2 indicators compliant	0
National Instructional Materials Accessibility Standard (NIMAS)	1 of 1 indicator compliant	0
Fiscal	11 of 11 indicators compliant	0

Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

<sup>30</sup> See <https://osse.dc.gov/publication/risk-based-monitoring-guidance>.

<sup>31</sup> Part B of IDEA applies to students ages 3-22.

<sup>32</sup> The type of monitoring an LEA will receive varies depending on its designation as a “high,” “medium,” or “low risk” sub-grantee. An on-site monitoring visit will occur for LEAs classified as “high” risk.

<sup>33</sup> If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.

<sup>34</sup> See SY 2017-18 On-Site Monitoring Report Attachments, attached to this report as Appendix I.

On-Site Monitoring Report – Student-Level Compliance		
Compliance Area	Compliant?	Noncompliant Indicators
Initial Evaluation and Reevaluation	5 of 5 indicators compliant	0
Individualized Education Program (IEP)	22 of 22 indicators compliant	0
Least Restrictive Environment (LRE)	4 of 4 indicators compliant	0

(3) Special Conditions Reports

OSSE, pursuant to the special conditions imposed by OSEP on grant awards under IDEA Part B, reports to OSEP three times a year<sup>35</sup> on statewide compliance with: initial evaluation timeliness,<sup>36</sup> reevaluation timeliness, and secondary transition requirements (for students at age 16 and up). EL Haynes PCS is evaluated in adhering to all three areas of timeliness. The outcomes are detailed in the tables below. A distinction of “Not applicable” (N/A) indicates that OSSE did not conduct a review of the school’s data for that compliance area during the monitoring period. The school has since corrected all identified areas of noncompliance.

Special Conditions Reporting Period – April 2013 through March 2014				
	Quarter 1 (April 1 – June 30)	Quarter 2 (July 1 – September 30)	Quarter 3 (October 1 – December 31)	Quarter 4 (January 1 – March 31)
<b>Initial Evaluation</b>	N/A	N/A	N/A	N/A
<b>Reevaluation</b>	Compliant	N/A	N/A	N/A
<b>Secondary Transition</b>	Compliant	N/A	N/A	Compliant

<sup>35</sup> Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

<sup>36</sup> Starting with SY 2017-18, the District of Columbia is no longer under special conditions with OSEP for timeliness of initial evaluations. Moving forward, OSSE will only submit to OSEP special condition reporting on statewide adherence to reevaluation and secondary transition requirements. Initial evaluation data will still be periodically reviewed for compliance and included in Annual Performance Reports (APRs). For the purposes of this report, initial evaluation compliance is included since OSSE reported on this area in the past.

<b>Special Conditions Reporting Period – April 2014 through March 2015</b>			
	<b>August Report (April 1 – June 30)</b>	<b>November Report (July 1 – September 30)</b>	<b>May Report (October 1 – March 31)</b>
<b>Initial Evaluation</b>	N/A	N/A	N/A
<b>Reevaluation</b>	N/A	N/A	N/A
<b>Secondary Transition</b>	N/A	Compliant	Non-compliant

<b>Special Conditions Reporting Period – April 2015 through March 2016</b>			
	<b>August Report (April 1 – June 30)</b>	<b>November Report (July 1 – September 30)</b>	<b>May Report (October 1 – March 31)</b>
<b>Initial Evaluation</b>	N/A	N/A	N/A
<b>Reevaluation</b>	N/A	N/A	N/A
<b>Secondary Transition</b>	N/A	N/A	Compliant

<b>Special Conditions Reporting Period – April 2016 through March 2017</b>			
	<b>August Report (April 1 – June 30)</b>	<b>November Report (July 1 – September 30)</b>	<b>May Report (October 1 – March 31)</b>
<b>Initial Evaluation</b>	N/A	N/A	N/A
<b>Reevaluation</b>	N/A	N/A	N/A
<b>Secondary Transition</b>	Compliant	Compliant	Compliant

<b>Special Conditions Reporting Period – April 2017 through March 2018</b>			
	<b>August Report (April 1 – June 30)</b>	<b>November Report (July 1 – September 30)</b>	<b>May Report (October 1 – March 31)</b>
<b>Initial Evaluation</b>	N/A	N/A	N/A
<b>Reevaluation</b>	Compliant	N/A	N/A
<b>Secondary Transition</b>	Compliant	Compliant	N/A

### Child Find Monitoring Report

“Child find” is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. Each LEA must have policies and procedures in effect to ensure that child find takes place. As a result of the *D.L. v. District of Columbia*<sup>37</sup> special education litigation, in SY 2017-18 OSSE audited every LEA’s identification rate of enrolled students receiving special education services against the 8.5% target enrollment established in the case. OSSE also conducted desktop reviews of all LEA child find policies to ensure that they were compliant with the law and did not adversely affect identification rates.<sup>38</sup>

As described in a letter to the LEA’s leader,<sup>39</sup> OSSE found that in SY 2017-18 EL Haynes PCS identified 19.9% of its students eligible for special education, which is above the 8.5% threshold. OSSE also reviewed EL Haynes PCS’s child find policy, procedures, and practices and determined that they were compliant with IDEA and local law. No further action was required from the LEA at the time of the letter.

### Disproportionate Representation Finding

OSSE annually reviews LEAs for inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities. This review is based on the current school year’s enrollment audit and child count data. Only LEAs with an enrollment of 40 or more students with IEPs and five or more students with IEPs in the qualifying (racial/ethnic) subgroup undergo the disproportionate representation data review. For those LEAs found to have disproportionate representation, OSSE requires the LEA to complete and submit a self-study to review its own policies and practices related to child find, evaluation, and eligibility. An LEA will be cited for non-compliance only if the disproportionate representation was found to be the result of inappropriate identification.

In May 2018,<sup>40</sup> EL Haynes PCS was notified that it was found to have disproportionate representation in the areas of:

- Overidentification in the Emotional Disturbance category for African American students, and
- Overidentification in the Other Health Impairment category for African American students.

OSSE requested in its notification letter to the school that the LEA complete and submit a self-study assessment. Upon review of the self-study, OSSE determined that the LEA

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<sup>37</sup> *D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017)

<sup>38</sup> For more information, see OSSE’s “Dear Colleague” letter on key IDEA requirements related to *D.L. v. District of Columbia* at <https://osse.dc.gov/publication/dear-colleague-letter-key-idea-requirements-related-dl-v-district-columbia>.

<sup>39</sup> Please find the Child Find Focused Monitoring Report for EL Haynes PCS attached as Appendix J.

<sup>40</sup> See 2017-18 Disproportionate Representation Review Reports for EL Haynes PCS attached as Appendix K.

does not have disproportionate representation data based on inappropriate identification.

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. The chart below shows the one special education administrative due process complaint brought against the school that resulted in a finding of noncompliance by a Hearing Officer.<sup>41</sup>

Transmittal Date <sup>42</sup>	HOD Implementation and Timeliness Status <sup>43</sup>
5/1/2014	Implemented timely

**English Learner Compliance**

The table below shows the number and percentage of English learner students at each campus during SY 2017-18. Given that English learner enrollment at each campus exceeded 10 students, DC PCSB conducted QSR observations of English learner classrooms and OSSE provided growth data using ACCESS, which is a suite of proficiency assessments that are used to measure K-12 English learners’ progress with developing English language skills.

<b>EL Haynes PCS 2017-18 English Learner Enrollment</b>		
	Number	Percentage
Elementary School	132	37.9
Middle School	54	15.3
High School	78	18.1

Implementation of English Language Acquisition Model

According to the questionnaire that each EL Haynes PCS campus completed prior to QSR observations, the LEA implements a content-based English acquisition model in which students receive most English learner services in inclusive settings and mostly in English. English learner teachers may push into the general education classroom or provide small-group pull-out instruction. The high school also provides sheltered English Language Arts classes to support newcomers and other English students with low proficiency scores. As

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<sup>41</sup> HODs are the written decisions issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

<sup>42</sup> This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

<sup>43</sup> An HOD may be implemented timely, implemented untimely, or not implemented and is untimely.

detailed in the QSR reports<sup>44</sup> for each campus, overall DC PCSB staff found that the school is partially implementing its English learner programs with fidelity. Although the English learner programs attempted to integrate general education content and language teaching aims, the quality of instruction did not consistently engage students in learning.

2017-18 ACCESS Growth

ACCESS for English Language Learners (ELLs) 2.0 is DC’s annual English language proficiency assessment for grades K-12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a Level 5, which indicates English language proficiency. In its STAR Framework, OSSE calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS for ELLs 2.0 test. This data was not reported publicly prior to this year. In SY 2017-18, all three EL Haynes PCS campuses scored below the state averages for their respective grade band frameworks. The overall state average for this year, inclusive of all grade band frameworks, is 45.8%.

<b>EL Haynes PCS 2017-18 ACCESS Growth</b>		
<b>Percent of English Learners Meeting Growth to Proficiency Targets</b>		
	<b>School</b>	<b>State</b>
Elementary School	31.3	50.9
Middle School	12.24	28.0
High School	42.4	45.1

<sup>44</sup> See Appendix L for the EL Haynes PCS QSR reports.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

### **Introduction**

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>45</sup>

DC PCSB has assessed EL Haynes PCS's financial performance by reviewing the previous five years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2013 through FY 2018. For the purpose of this report, DC PCSB used the FY 2017 FAR Report's "meets expectation" ranges to compare the financial strength of individual measures. The ranges were established where the upper end of the range was the "target" for financial performance and the lower end was the "floor." Schools performing at or above the established targets are determined to be in a strong financial position for the specific metric being assessed. When schools' metrics fall below the established floors, they are further reviewed to determine whether this poses financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

<b>KEY for Fiscal Management and Economic Viability Charts</b>	
<b>No Shading</b>	<ul style="list-style-type: none"><li>• Within an average, financially healthy range based on the FAR and general finance principles.</li></ul>
<b>Red</b>	<ul style="list-style-type: none"><li>• Falling within a range which is cause for concern based on the FAR and general finance principles. Though this does not necessarily show fiscal mismanagement on the part of the school, it indicates that this specific measure fell below the targets that DC PCSB considers financially sound.</li></ul>

### **Summary of Findings**

EL Haynes PCS has demonstrated adequate fiscal performance. Its financial audits confirm the school has adhered to GAAP and has adequate internal controls. The school has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

EL Haynes has strong liquidity, with a current ratio of 4.6, more than 100 days of cash on hand, and a primary reserve ratio of 23%, all reflective of strong financial performance and indicative of sustainable operations going forward.

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<sup>45</sup> See D.C. Code § 38-1802.13(b).

## **Financial Overview**

Overall, the school has exhibited adequate financial performance, while exhibiting appropriate fiscal responsibility. The following table provides an overview of EL Haynes PCS's financial information between FY 2013 and FY 2018. EL Haynes PCS has maintained an enrollment above 1,000 students since 2014; 2018 enrollment was 1,131, within 6% of its total enrollment ceiling. At the end of 2018, financial results show a net surplus of \$459K, a net position of \$6.3M, and cash balances of \$7.8M, an indication of strong liquidity.

<b>Financial Highlights (\$ in 000s)</b>						
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Maximum Enrollment<sup>46</sup></b>	1,200	1,200	1,200	1,200	1,200	1,200
<b>Audited Enrollment</b>	949	1,070	1,157	1,141	1,143	1,131
<b>Total Revenue</b>	\$23,061	\$23,998	\$26,819	\$25,867	\$25,624	\$26,403
<b>Surplus/(Deficit)<sup>47</sup></b>	(\$2,899)	(\$2,408)	\$13,338	(\$1,417)	\$1,720	\$459
<b>Unrestricted Cash Balances</b>	\$3,288	\$3,795	\$6,511	\$7,161	\$6,824	\$7,771
<b>Number of Days of Cash on Hand<sup>48</sup></b>	50	57	91	110	94	106
<b>Net Asset Position<sup>49</sup></b>	(\$5,290)	(\$7,782)	\$5,494	\$4,076	\$5,797	\$6,256
<b>Primary Reserve Ratio<sup>50</sup></b>	(20%)	(29%)	11%	15%	22%	23%

## **Fiscal Management**

Based on DC PCSB's assessment of the school's liquidity, debt burden, and cost management, the school has shown evidence of adequate fiscal management. Specifically, liquidity is strong; the school has appropriately managed costs and debt leverage; and the internal control environment appears to be strong. These areas are discussed further below.

<sup>46</sup> Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

<sup>47</sup> Surplus / (Deficit) is total revenue minus total expenses.

<sup>48</sup> Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

<sup>49</sup> Net Asset Position equals total assets minus total liabilities.

<sup>50</sup> Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.



## Liquidity

Liquidity								
	Floor	Target range	2013	2014	2015	2016	2017	2018
<b>Current Ratio</b>	0.7	1.0	2.0	0.7	5.0	5.3	5.3	4.6
<b>Number of Days of Cash on Hand</b>	15	45	50	57	91	110	94	106

Liquidity refers to the school's ability convert assets to cash in order to meet its immediate financial obligations, particularly in the short-term. DC PCSB measures liquidity by assessing two metrics—the Current Ratio<sup>51</sup> and Days of Cash on Hand<sup>52</sup>—as well as considering the school's solvency.

**Current Ratio:** The current ratio divides a school's current assets by its current liabilities. "Current" means being available or coming due within the next year. In 2014, the current ratio did not exceed the 1.0 threshold, largely due to the school's debt obligations. A significant portion of the school's debt matured in 2015, resulting in a large current liability at the end of FY 2014. With the exception of 2014, the school's current ratio has consistently been above the target of 1.0, meaning the school has the means to meet obligations that will come due in the next year, with its ratio at the end of 2018 being 4.6.

**Days of Cash on Hand:** This measure determines how many days of expenses a school can meet with the cash it has in the bank. For the last six years, this measure has consistently been well above DC PCSB's target, similar to the current ratio.

**Solvency:** The final measure of liquidity is solvency,<sup>53</sup> which considers the school's overall ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter were to be revoked or non-renewed. DC PCSB reviewed EL Haynes PCS's 2018 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close EL Haynes PCS, staff expects that the school would be able to meet its operating obligations, including estimated closure costs, and the school would not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, EL Haynes PCS's solvency is not an area of concern.

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<sup>51</sup> A school's current ratio is its current assets divided by current liabilities.

<sup>52</sup> Days of Cash on Hand is the amount of unrestricted cash and cash equivalents divided by daily operating expenses, excluding depreciation & amortization.

<sup>53</sup> Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

Debt Burden

Debt Burden								
	Floor	Target	2013	2014	2015	2016	2017	2018
<b>Debt Ratio</b>	0.9	0.5	1.1	1.1	0.9	0.9	0.9	0.9
<b>Debt Service Coverage Ratio</b>	1.0	1.2	N/A – metric introduced in FY 2016			1.0	2.6	1.8

DC PCSB reviews two ratios related to debt management – the debt ratio<sup>54</sup> and the debt service coverage ratio (DSC).<sup>55</sup>

**Debt Ratio:** The school has maintained a relatively high leverage position, with a debt ratio of 0.9 or above since 2013. The school has, however, consistently reduced its debt obligations year-over-year. In 2013, the school’s total liabilities were \$61M compared to \$37M in 2018, a decrease of over 39%, which is a positive indication that the school is not experiencing difficulties meeting its debt obligations.

**Debt Service Coverage Ratio:** The debt service coverage ratio compares a school’s current year operating surplus with the interest and principal due on its debt. A high ratio implies sufficient resources were available for debt service, while a low ratio indicates a school’s inability to service its debt. The school’s debt service coverage ratio was at the floor of the range in 2016, but has been significantly above the target since that time.

Cost Management

Components of Expenses (\$ in 000s)						
	2013	2014	2015	2016	2017	2018
<b>Salaries and Benefits</b>	\$15,289	\$16,499	\$17,617	\$16,621	\$17,265	\$17,803
<b>Direct Student Costs</b>	\$1,654	\$1,318	\$1,620	\$1,974	\$2,093	\$2,418
<b>Occupancy Expenses</b>	\$6,275	\$6,200	\$6,595	\$4,517	\$5,052	\$4,304
<b>General Expenses<sup>56</sup></b>	\$2,742	\$2,389	\$2,172	\$2,490	\$2,074	\$2,217

As a Percent of Expenses							
	2013	2014	2015	2016	2017	2018	FY 2017 Sector Average
<b>Salaries and Benefits</b>	59%	62%	63%	65%	65%	67%	62%
<b>Direct Student Costs</b>	6%	5%	6%	8%	8%	9%	10%
<b>Occupancy Expenses</b>	24%	23%	24%	18%	19%	16%	16%
<b>General Expenses</b>	11%	9%	8%	10%	8%	8%	10%

<sup>54</sup> Debt Ratio equals the total liabilities divided by the total assets.

<sup>55</sup> Debt Service Coverage (DSC) Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments). In 2018, surplus is also adjusted for unrealized gains and losses.

<sup>56</sup> DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

The tables above provide an overview of the school's spending decisions over the past six years. The school has significantly reduced the proportion of expenses devoted to occupancy, allowing increased investment in personnel.

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of EL Haynes PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses identified in internal controls over financial reporting.

Internal Controls						
	2013	2014	2015	2016	2017	2018
<b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No	No
<b>Material Weakness.</b> A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No	No	No	No
<b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	No	No
<b>Modified Program Opinion (Uniform Guidance).</b> When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.	No	No	No	No	No	No
<b>Program Material Weakness (Uniform Guidance).</b> In planning and performing the audit of major federal programs, the auditor considers internal	No	No	No	No	No	No

Internal Controls						
	2013	2014	2015	2016	2017	2018
control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.						
<b>Findings &amp; Questioned Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0	0	0
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No	No
<b>Going-Concern Issue.</b> The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No	No
<b>Debt-Compliance Issue.</b> The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No	No

### **Economic Viability**

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB staff has no concerns about EL Haynes PCS's economic viability. The school has generated operating surpluses in three of the last four years, and earnings before depreciation and amortization has been positive since 2015.

(\$ in 000s)	Floor	2013	2014	2015	2016	2017	2018*
<b>Surplus/(Deficit)</b>	<0	(\$2,899)	(\$2,408)	\$13,338	(\$1,417)	\$1,720	\$459
<b>Earnings before Depreciation and Amortization</b>	<0	(\$822)	(\$174)	\$15,315	\$335	\$3,456	\$2,227

\* Based on unaudited financials

### Earnings and Operating Cash Flow

One measure of economic viability is whether a school runs a surplus – put simply, whether revenues exceed expenditures. While healthy schools can occasionally run deficits, in most years they do not. Earnings before Depreciation and Amortization (EBDA) removes major non-cash items from the earnings calculation and is an indicator of whether the school has generated positive cash for the year.<sup>57</sup>

(\$ in 000s)	Floor	Target	2013	2014	2015	2016	2017	2018
<b>Net Asset Position</b>	\$ 0	N/A	(\$5,290)	(\$7,782)	\$5,494	\$4,076	\$5,797	\$6,256
<b>Primary Reserve Ratio</b>	0%	25 %	(20%)	(29%)	11%	15%	22%	23%

EL Haynes PCS experienced operating losses in 2013 and 2014 due largely to significant interest expense of long-term debt. In 2014, however, the unwind of a New Markets Tax Credit financing resulted in a gain of \$14.7M and an overall surplus of \$13.3M. The variability in earnings since 2015 largely reflects unrealized gains and losses on interest rates swaps used to lock in favorable financing rates on debt. Since cash flows have been positive since 2015, this variability is not a cause for concern.

### Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net assets reserves below zero, which was the school's financial position in FY 2013 and 2014. Since then, the school has maintained a positive net asset position, with audited 2018 results of \$6.3M.

### Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the size of the school. From 2015 through 2018, the school's primary reserves grew to 23%, near DC PCSB's target level.

### Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about a school's ability to attract students and receive DC and Federal funds for operations. Stable or increasing enrollment and revenue indicate that a school's is likely to remain financially stable, barring extraordinary circumstances.

EL Haynes PCS has maintained an enrollment above 1,000 students since 2014. EL Haynes PCS's 2018 enrollment was 1,131, within 6% of its total enrollment ceiling. The school's enrollment has grown by 182 students, or 19%, since 2013, indicating an ability to attract students and receive funding for continued operations.

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<sup>57</sup> EBDA is the change in net assets plus depreciation and amortization.

<b>Enrollment over Time</b>						
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Enrollment</b>	949	1,070	1,157	1,141	1,143	1,131
<b>Growth in Enrollment</b>	19%	13%	8%	(1%)	0%	(1%)
<b>Total Revenue</b>	\$23,061	\$23,998	\$26,819	\$25,867	\$25,624	\$26,403
<b>Growth in Revenues</b>	12%	4%	12%	(4%)	(1%)	3%