



2019-20 15-Year Charter Renewal Report Mary McLeod Bethune Day Academy Public Charter School

November 18, 2019

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BOARD VOTE AND KEY FINDINGS¹

The District of Columbia Public Charter School Board (DC PCSB) staff reviewed the charter renewal application² submitted by Mary McLeod Bethune Day Academy Public Charter School (MM Bethune PCS), as required by the School Reform Act (SRA). The school elected to adopt the Performance Management Framework (PMF) as its charter goals and student academic achievement expectations (charter goals).³ It did not meet the standard of earning an average PMF score of 50% over the review period.

However, staff concluded that the school has met both the “Improvement Provision” in its charter goals, by showing consistent growth on overall PMF scores since school year (SY) 2016-17, and the “Demonstrated Promise Provision” in its charter goals, by achieving a PMF score of 50.1% in the most recent year. The school’s charter agreement states that the DC PCSB Board has the discretion to find that the school has met its goals if either of these provisions is met. For the reasons outlined below, DC PCSB staff recommended that the DC PCSB Board use this discretion to determine that the school has met its charter goals and approve MM Bethune PCS’s renewal application, renewing the school’s charter for another fifteen-year term.

MM Bethune PCS is a single campus local educational agency (LEA) that currently educates 428⁴ students in grades prekindergarten-3 (PK3) through eight at two facilities in Wards 4 and 5.

As stated above, the school adopted the PMF as its charter goals. The PMF awards between 0 and 100 points to a school using common measures across schools serving similar grades around student academic progress in English language arts (ELA) and math, student academic achievement in ELA and math, attendance, re-enrollment rates, and early childhood classroom observations.

The school’s PMF results are as follows:

MM Bethune PCS – PMF Outcomes					
2014-15	2015-16	2016-17	2017-18	2018-19	Average
N/A⁵	Tier 2 51.9%	Tier 2 39.6%	Tier 2 49.9%	Tier 2 50.1%	47.9%

¹ You may view copies of all the appendices in this report [here](#).

² See MM Bethune PCS’s Charter Renewal Application, Appendix A.

³ Elect PMF as Goals Policy, <https://bit.ly/2Mtl6Ec>

⁴ This enrollment data is subject to change once the SY 2019-20 enrollment audit is finalized.

⁵ Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.

DC PCSB staff recommended that the Board use its discretion to apply the Improvement Provision and the Demonstrated Promise Provision to find that the school has met its goals for the following reasons:

- MM Bethune PCS earned a score of 50.0% or above on the PMF in two of the four applicable years, and the school only missed this target by 0.1% in SY 2017-18. The school's lowest score in SY 2016-17 remains an outlier.
- Since SY 2016-17, the school has made consistent improvements in achievement and growth on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, which has contributed to its consistent improvement in overall PMF scores during that time.
- In SY 2018-19, the school exceeded the charter sector average for student academic progress—that is, individual students' year-to-year academic growth—in almost all subgroups for both ELA and math.
- Lastly, the school has shown strong outcomes for English learners (ELs), who have performed above the sector average in PARCC growth and achievement for the last two years.

Despite the school's improvement, the review revealed areas of concern:

- The school has continued to underperform the sector average for student academic achievement in both ELA and math for Black, at-risk,⁶ and Hispanic students – that is, for most tested students at the school. The school's attendance and re-enrollment⁷ rates have been consistently below the sector average over the review period. Re-enrollment rates, which are an indicator of family satisfaction with the school, are particularly low: In SY 2018-19 the school's re-enrollment rate was just 72.3%, indicating that more than a quarter of the school's students chose to change schools.
- DC PCSB's Qualitative Site Review (QSR) observations of classroom instruction showed relatively weak instruction when compared with other DC charter schools that DC PCSB has observed over the past five years.

Separate and apart from the determination of the school's goal and 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

⁶ At-Risk is defined as a student who possesses one of the following characteristics at any point during the given school year: Temporary Assistance for Needy Families (TANF) enrollment, Supplemental Nutrition Assistance Program (SNAP) enrollment, identification as homeless by the student's school or other community partners, under the care of the Child and Family Services Agency (CFSA, also known as foster care), and/or overage (high school only).

⁷ DC PCSB excludes from its calculation of re-enrollment any students who moved out of DC and all students in the school's terminal grade.

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 exercise its discretion to apply the improvement and demonstrated promise provisions to determine that the school met its charter goals and, accordingly, vote to approve the school's charter renewal application and renew the charter of MM Bethune PCS for another fifteen-year term. Staff noted that continued progress in the areas of weakness noted in this report will be essential when the school is next reviewed in SY 2024-25.

On November 18, 2019, the Board voted 7-0 to renew the charter of MM Bethune 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.⁸

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.⁹

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.

⁸ D.C. Code § 38-1802.12(c).

⁹ D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

MM Bethune PCS began operation in 2004 under authorization from the DC Board of Education (DC BOE) to educate students in grades PK3-8.¹⁰ In 2007, after the passage of the Public Education Reform Amendment Act,¹¹ which dissolved the DC BOE, DC PCSB became the authorizer of the school. The school's mission is:

[T]o implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.¹²

MM Bethune PCS currently operates as a single campus with two facilities located in Brookland (Ward 5) and on 16th Street NW (Ward 4). The school opened its 16th Street facility in SY 2015-16 at the authorization of the DC PCSB Board, citing high demand for more seats for students in grades PK3-K.¹³ Both of the school's facilities have received accreditation by the Board of Trustees of the American Academy for Liberal Education (AALE) with a term of expiry in February 2021.¹⁴ MM Bethune PCS is also authorized to offer an International Baccalaureate (IB) World School program; the school's instructors are certified to include the IB curriculum framework in their program. Such curriculum may include integrating inquiry and project-based learning and interweaving global education into all subject areas.

MM Bethune PCS implements a half-day language immersion program for all students in grades PK3-2. In this immersion program, 50% of instruction is conducted in Spanish while the other half of the day students learn in English. Students continue to take Spanish as a language course at the school in grades 3-8.¹⁵

Enrollment and Demographic Trends

The tables below show the school's enrollment and demographics. The school has generally enrolled below, but near, its projections. The school's current enrollment is 428¹⁶ students, below its enrollment ceiling of 500 students. 78.8% of the school's

¹⁰ MM Bethune PCS charter agreement, June 28, 2004, Appendix B.

¹¹ Public Education Reform Act of 2007, <https://code.dccouncil.us/dc/council/laws/docs/l7-9.pdf>

¹² The school's original mission as stated in its charter is "to provide pre-kindergarten through 8th grade students with a challenging academic program in a supportive learning environment to prepare them for academic success and positive social development." However, the school has operated under the stated mission statement for the past ten years. If the charter is renewed, the school's new charter agreement will reflect the updated mission statement.

¹³ Vote Proposal MM Bethune PCS Amendment Additional Facility, July 2015, Appendix C.

¹⁴ MM Bethune PCS Annual Report, SY 2018-19, Appendix D.

¹⁵ MM Bethune PCS website; <https://bit.ly/2ykKp5D>.

¹⁶ Subject to change once the SY 2019-20 enrollment audit is finalized.

students are African American, and 54.9% are identified as at-risk.¹⁷ Notably, the school's PK3 class is more than twice as large as its 8th grade.

MM Bethune PCS – Enrollment by Grade					
School Year	2015-16	2016-17	2017-18	2018-19	2019-20¹⁸
PK3	51	60	85	74	64
PK4	58	43	65	55	55
K	51	48	45	57	50
1	37	43	42	34	43
2	47	34	33	32	36
3	40	32	34	30	30
4	26	38	35	28	33
5	34	26	39	28	24
6	28	27	26	27	35
7	28	27	24	26	31
8	20	24	29	22	27
Audited Enrollment¹⁹	420	402	457	413	428
Enrollment Projections²⁰	449	465	460	500	419
Enrollment Ceiling²¹	500	500	500	500	500

The map below shows where MM Bethune PCS's students live in relation to the school, which is marked by a large red dot. Each student is represented by a blue dot for SY 2018-19. The school serves students from across the city, supported by its offering free school bus service with stops in Wards 4, 5, and 7. Although students come from all quadrants and Wards of the City, over 50% of the student population reside in Ward 5, specifically zip code zones 20017 and 20018. The surrounding neighborhood contains three housing developments that are public housing or subsidized housing developments. Beginning in 2016 residents of these housing complexes have been relocated elsewhere to prepare for the new development. This may have impacted the schools enrollment which fell well below its projections in SY 2016-17 and SY 2018-19.

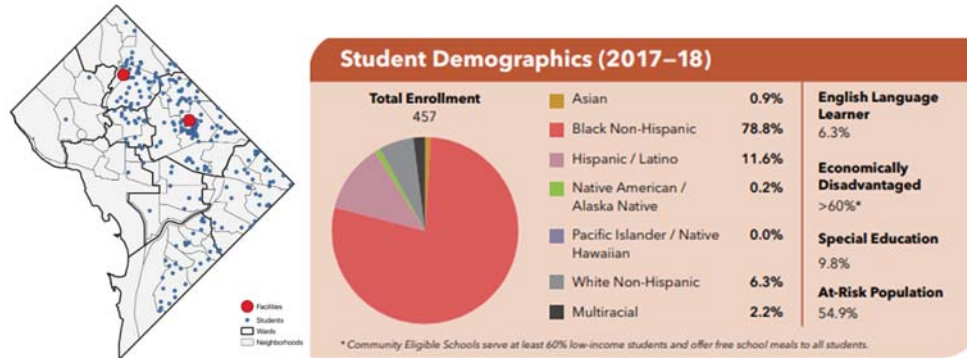
¹⁷ The Office of the State Superintendent of Education (OSSE) defines at-risk students as follows: "students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled." Students in adult and alternative programs are not eligible to be identified as at-risk. See <http://bit.ly/2FuWdnu>.

¹⁸ Subject to change once the SY 2019-20 enrollment audit is finalized.

¹⁹ The Office for the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in the District.

²⁰ In the year preceding each school year, charter LEAs must submit projected enrollment numbers to DC PCSB, based on how many students the school expects to enroll in the upcoming school year.

²¹ Each charter LEA has an approved maximum enrollment ceiling specified in its charter agreement, which designates the total number of students a school may serve in a given school year.



Communication with the School

On November 20, 2018, members of the DC PCSB Board met with members of MM Bethune PCS's board and staff to discuss the school's performance ahead of its fifteen-year renewal. DC PCSB staff underscored that, at the school's fifteen-year renewal, the DC PCSB Board would have no discretion to continue the school's charter given that the school had already not met the goals in its charter at that time.

On April 2, 2019, DC PCSB staff met with staff of MM Bethune PCS to discuss the school's fifteen-year renewal. Staff provided the school with a chart similar to the one in Section One of this report, showing the school's goals performance for the past five years and reiterating that the school needed a score of 58.6% in SY 2018-19 to earn an average of 50% for the review period. Staff also restated that DC PCSB does not have discretion under the law to renew a school's charter at its fifteen-year renewal if the school does not meet its goals.

In response, the school amended its charter on April 22, 2019 to adopt the most recent PMF language at that time, which required the school to reach an average PMF score of at least 50% over the review period. However, after DC PCSB later updated its PMF as goals policy again on September 16, 2019, MM Bethune PCS amended its charter on October 28, 2019 to reflect the most recent version of the PMF as Goals Policy.

Previous Charter Reviews

Five-Year Review

In SY 2011-12, DC PCSB conducted the first review of the school, which was eight years into the school's operation. The delay in reviewing the school until several years after its first five years of operation was due to the school transitioning from the authority of the DC BOE to DC PCSB. At this charter review, DC PCSB found that MM Bethune PCS had met its standard of review and its goals and academic

achievement expectations.²² At the same time, DC PCSB staff found “a need to add rigor and the identification of clear desired outcomes for Spanish and Latin [language acquisition].”²³ The DC PCSB Board voted on January 23, 2012 to continue the school.

Ten-Year Review

On February 23, 2015, DC PCSB conducted the ten-year review of MM Bethune PCS and found that the school had met its goals regarding growth in ELA and math, but did not meet its proficiency goals in those subjects.²⁴ Overall, out of fourteen goals in the school’s charter, the school met five goals, substantially met two goals, partially met four goals, and did not meet three goals. Six goals included in the school’s charter at that time had not been historically measured or pursued by the school, and thus were not assessed.

The report noted that MM Bethune PCS remained unaccredited in its tenth year of operation, which was a violation of its charter agreement.²⁵

Based on these findings, the DC PCSB Board voted on February 23, 2015 to continue the school’s charter on the condition that it attain accreditation before the start of the 2015-16 school year. Moreover, DC PCSB noted it would monitor the school’s reading and math proficiency to potentially review the school again in SY 2016-17 if there was no improvement. The school obtained accreditation in August 2015.

²² MM Bethune PCS Five-Year Review Report, January 2011, Appendix E.

²³ MM Bethune PCS Five-Year Review Report, pg. 1, Appendix E.

²⁴ MM Bethune PCS Ten-Year Review Report, February 2015, Appendix F.

²⁵ MM Bethune PCS Ten-Year Review Report, pg. 1, Appendix F.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its charter goals at least once every five years. Goals and academic achievement expectations (charter goals) 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.

On September 21, 2015, MM Bethune PCS adopted the PMF as its charter goals, and on October 28, 2019, the school amended its charter to update its goals to reflect the most recent PMF as Goals policy. By adopting the PMF as goals, the school agreed to the review standard listed in the chart below.

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?
1	<p>The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus:</p> <p>At its fifteen-year charter renewal, obtains an average PMF score for school years 2015-16, 2016-17, 2017-18, and 2018-19 equal to or exceeding 50%.</p> <p>In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has met either or both of the following:</p> <p>Improvement Provision: The School Corporation has demonstrated consistent improvement on overall PMF scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.</p> <p>Demonstrated Promise Provision: At charter renewal, the school has earned a PMF score equal to or exceeding 50 in the most recent year of the PMF (the last year of the review period); OR the school's rating on OSSE's School Transparency and Report (STAR) framework for the most recent year is a 3 or above.</p>	<p>Met (through the Improvement and Demonstrated Promise Provisions)</p>

Assessment: **MM Bethune PCS met its charter goals through application of the Improvement and Demonstrated Promise Provisions, which DC PCSB staff recommends the Board apply.** As the chart below shows, MM Bethune PCS demonstrated consistent improvement on overall PMF scores for the past three years, earning a 50.1% in the final year of the review period.

MM Bethune PCS – PMF Outcomes					
2014-15	2015-16	2016-17	2017-18	2018-19	Average
N/A ²⁶	Tier 2 51.9%	Tier 2 39.6%	Tier 2 49.9%	Tier 2 50.1%	47.9%

The remainder of this section contains a brief overview of the PMF, followed by a summary of the school’s PMF performance and then a detailed analysis of MM Bethune PCS’s performance on each category of the PMF over the course of the review period. When applicable, the category is assessed both by subject—ELA and math—and by student subgroup. This section then addresses the school’s performance on early childhood assessments, and finally reviews additional academic data, separate and apart from the school’s charter goals.

Overview of the PMF

The PMF is divided into four categories: student progress, student achievement, gateway achievement, and school environment. Each category is a group of individual measures for which a school may earn points based on their results measured against a floor and a target. The points add up to a school’s overall PMF score, which ranges from 0% to 100%. Using a 100-point scale, schools serving a traditional school-aged population of prekindergarten through grade 12 and schools serving adult students will be identified as Tier 1, Tier 2, or Tier 3²⁷ based on the school’s overall performance on multiple categories.²⁸

Student Progress reflects student academic growth from one year to the next on the statewide assessment (the PARCC test), as measured by the Median Growth Percentile (MGP), which assesses the relative year-to-year progress made by individual students at a school. There are two measures within this category—one is for ELA and one is for math. The PMF takes a two-year weighted average of a school’s MGP in order to mitigate fluctuations of scores from year to year.

Student Achievement measures proficiency rates in ELA and math on the statewide assessment (the PARCC test). The measure captures test-takers who are

²⁶ Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.

²⁷ Tier 1 status is a PMF score of 65.0% - 100%, Tier 2 status is a PMF score between 35.0% - 64.9%, and Tier 3 status is a PMF score of less than 35.0% of the possible points.

²⁸ MM Bethune PCS PMF Scorecards by School Year, <https://dcpcsb.egnyte.com/fl/i60g9owUdo>

both approaching college and career readiness (level 3) and college and career ready (levels 4 and 5).

School Environment includes measures that capture a school's climate, such as attendance rate, re-enrollment rate (as calculated from audited enrollment²⁹ to audited enrollment), and for prekindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS³⁰).

Gateway Achievement captures outcomes indicative of either future academic success or postsecondary readiness. On the PK-8 framework, measures include third grade performance in ELA and eighth grade performance in math. Performance is limited to students who have attended the LEA two or more years.

Several tables are color coded. Please use the following key:³¹

KEY for Campus Rate Data Charts	
3+	<ul style="list-style-type: none"> A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4, or 5 on the PARCC
4+	<ul style="list-style-type: none"> A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC 4+ is considered to be proficient
Test-Takers	<ul style="list-style-type: none"> Number of students who took the state assessment at this school
Green	<ul style="list-style-type: none"> Greater than or equal to the charter sector average of the same grade band
Red	<ul style="list-style-type: none"> Less than the charter sector average of the same grade band
Grey	<ul style="list-style-type: none"> Equal to the charter sector average for the same grade band
No Shading	<ul style="list-style-type: none"> 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.)
Ø	<ul style="list-style-type: none"> The number of test-takers (n-size) is less than 10 Data is unavailable for at-risk students because it was not an official state designation until SY 2015-16

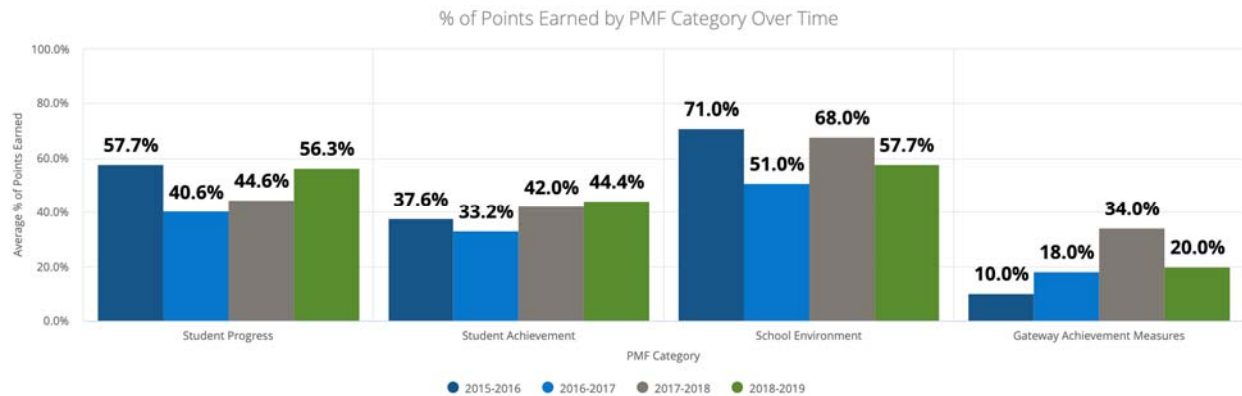
²⁹ The enrollment audit occurs in October of each school year.

³⁰ 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 four and one half 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 two with a target of four.

³¹ This key does not apply to bar charts that may or may not use the same color scheme in different sections of the report. Each bar chart will include its own unique legend.

Summary of Points Earned

Looking at the average percent of points earned in each PMF category provides a longitudinal look at the school's performance and helps better explain how a school arrived at each year's overall score. Below is a chart detailing the year-to-year percent of points earned in each of the four categories.



MM Bethune PCS's overall PMF score dropped 12.3 percentage points from SY 2015-16 to SY 2016-17, resulting in the school's lowest PMF score of the review period. As seen above, this drop in performance was across each category, except Gateway Achievement Measures. However, the school has maintained consistent improvement since SY 2016-17 in both student achievement and student progress, earning its highest percent of possible points in student achievement for the review period in SY 2018-19.

The school fell 20 percentage points in School Environment from SY 2015-16 to SY 2016-17. After improving in SY 2017-18, the school earned only 57.7% of the points possible in Student Environment in SY 2018-19, a 10.3-point decline from the previous year.

Student Progress

To better understand how the school earned student progress points on the PMF, included below is two-year MGP data in ELA and math for all students and by subgroup. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. DC PCSB has also included the sector MGP as a comparison point for each subgroup. The shading indicates whether or not the school's MGP outpaced the sector-wide MGP for that subgroup.

Two-Year MGP – ELA

After declining from SY 2015-16 to SY 2016-17, the school's two-year weighted average student progress (as measured by MGP) in ELA is showing signs of improvement. In SY 2018-19, the school's MGP scores improved in every subgroup, contributing to an overall PMF score of 50.1% in the most recent year of the review period. Students with disabilities made the largest gain from SY 2017-18 to SY 2018-19 with an MGP of 54.4 – 15.5 points higher than the previous year. Student progress for at-risk students improved in SY 2018-19 as well, with an MGP of 49.4. This is above the sector rate and only 0.4 points below student growth overall at the school for SY 2018-19.

Student Progress (ELA) - by Subgroup

School Year >	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup ^	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	55.9	51.5	56.3	51.5	40.8	48.3	39.7	46.5	49.8	50.0
At Risk					38.0	46.3	39.3	44.5	49.4	47.0
Black or African American	55.4	50.0	56.5	49.5	41.3	46.4	39.0	44.5	48.8	48.0
English Learner									56.0	52.5
Female	55.6	54.5	55.4	55.5	41.7	51.8	39.6	50.1	48.8	53.5
Hispanic / Latino									56.0	53.0
Male	58.4	48.0	58.9	47.5	39.3	44.3	40.6	42.5	52.1	46.6
Students with Disabilities	54.1	43.9	52.6	42.2	39.3	38.9	38.9	39.6	54.4	42.5

Two-Year MGP – Math

The school has shown improvement in the rate of student academic progress in math over the review period. In SY 2016-17 and SY 2018-19, every subgroup either met or exceeded the sector MGP. At-risk students exceeded the sector-wide MGP by nearly 10 points in SY 2017-18 and SY 2018-19. Students with disabilities have shown academic progress faster than their peers in every year of the review period and notably achieved an MGP above 50.0 in SY 2014-15 and SY 2015-16. Black students' MGP has increased every year of the review period, and in SY 2018-19, Black students outperformed the sector by 8 points.

Student Progress (Math) - by Subgroup

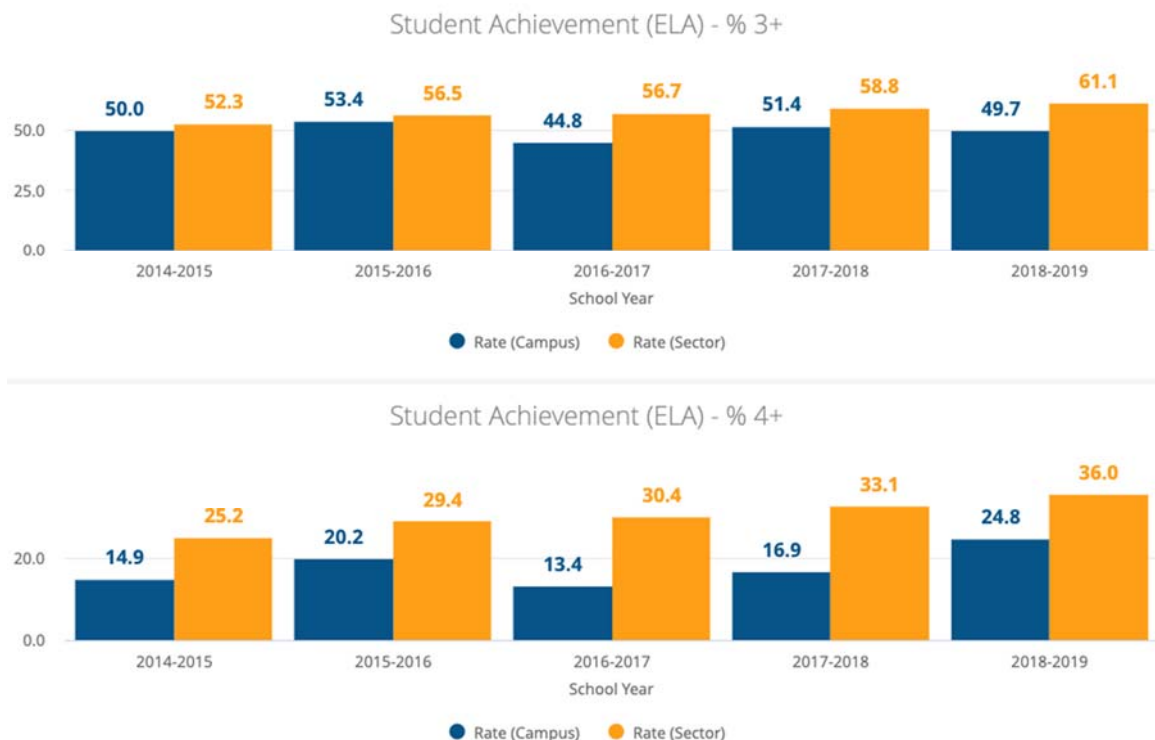
School Year >	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup ^	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	47.8	53.0	49.9	52.0	51.8	49.4	55.9	48.5	55.2	48.0
At Risk	⊗	⊗	⊗	⊗	49.9	46.5	55.9	46.0	54.4	45.0
Black or African American	48.0	53.0	50.4	50.9	51.5	47.9	54.3	47.0	54.5	46.5
English Learner	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	58.5	48.9
Female	52.5	54.0	52.5	53.0	50.4	50.4	49.0	50.0	50.8	50.0
Hispanic / Latino	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	60.5	49.3
Male	45.1	52.0	48.0	51.0	53.3	48.4	59.1	47.0	55.9	46.5
Students with Disabilities	50.5	43.5	51.6	43.2	43.6	43.3	47.5	43.0	46.4	43.5

Student Achievement

The student achievement category on the PMF captures overall student performance on the PARCC assessment in both level 3+ and level 4+; level 4+ is considered to be proficient. This section includes overall performance as compared to the sector³² average of students in the same grade band. In addition to overall performance, a subgroup level analysis is also included to help better identify achievement gaps at the school.

ELA Proficiency (Overall)

Despite improving since SY 2016-17, the school continues to lag behind the sector in ELA proficiency rates. From SY 2016-17 to SY 2018-19, the school has improved the percent of students scoring proficient by 11.4 percentage points.



³² Floors and targets for this measure are set based on charter sector performance.

ELA Proficiency (Subgroups)

The school has underperformed the sector in most subgroups throughout the review period, with the exception of English Learners in SY 2017-18 and SY 2018-19, and Students with Disabilities in SY 2018-19. At-risk test-takers, nearly 55% of the school's population, and Black students, nearly 90% of the school's population, have underperformed the sector in proficiency during every year of the review period.

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	49.4	48.1	54.2	53.0	43.4	52.8	50.6	54.9	49.6	57.0
Black or African American	%4+	15.0	20.7	20.0	24.9	11.9	25.8	16.0	28.3	23.3	31.0
Hispanic / Latino	%3+	⊖	⊖	⊖	⊖	⊖	⊖	54.5	59.8	33.3	61.1
Hispanic / Latino	%4+	⊖	⊖	⊖	⊖	⊖	⊖	18.2	33.3	25.0	34.9
Female	%3+	50.0	58.1	53.5	63.0	49.4	63.3	52.4	66.2	51.4	68.6
Female	%4+	17.1	29.3	20.9	34.1	16.1	36.1	20.7	39.2	28.4	43.1
Male	%3+	50.0	46.2	53.2	49.7	40.0	49.7	50.5	51.1	48.0	53.5
Male	%4+	12.8	21.0	19.5	24.5	10.6	24.3	13.7	26.7	21.3	28.8
Students with Disabilities	%3+	9.4	17.4	7.7	17.4	8.7	16.6	10.7	19.1	22.7	22.0
Students with Disabilities	%4+	0.0	5.0	0.0	4.8	0.0	4.4	0.0	5.8	9.1	8.4
English Learner	%3+	⊖	⊖	⊖	⊖	⊖	⊖	58.3	40.8	41.7	40.9
English Learner	%4+	⊖	⊖	⊖	⊖	⊖	⊖	16.7	16.4	33.3	15.6
At Risk	%3+	⊖	⊖	39.8	45.4	42.4	46.0	44.0	48.2	35.3	49.4
At Risk	%4+	⊖	⊖	11.2	18.5	10.2	19.7	12.8	21.8	12.9	23.7

The chart below details how many students took the PARCC test each year in ELA. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

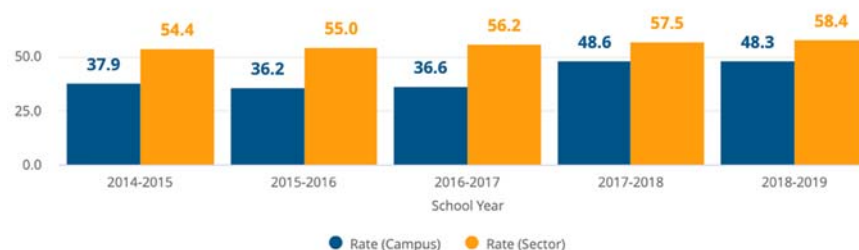
Student Achievement Test-Takers (ELA)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subgroup	Test-Takers	Test-Takers	Test-Takers	Test-Takers	Test-Takers
All Students	168	163	172	177	149
Black or African American	160	155	159	162	133
White	∅	∅	∅	∅	∅
Hispanic / Latino	8	8	9	11	12
Female	82	86	87	82	74
Male	86	77	85	95	75
Students with Disabilities	32	26	23	28	22
English Learner	7	9	9	12	12
At Risk	∅	98	118	109	85

Math Proficiency (Overall)

The school has shown consistent improvement in students scoring level 4+ (proficient) on the state math assessment since SY 2014-15. Only 8.2% of students were considered to be proficient in SY 2014-15, whereas 22.1% of students were proficient by SY 2018-19. However, during every year of the review period, the school has performed below the sector average on both level 3+ and level 4+.

Student Achievement (Math) - % 3+



Student Achievement (Math) - % 4+



Math Proficiency (Subgroups)

While the school has performed below the sector average for most subgroups in both level 3+ and level 4+ for every year of the review period, the school has improved its rates for every subgroup from the first year of PARCC in SY 2014-15 to SY 2018-19. Specifically, the school demonstrated improvement among its largest subgroup (Black or African American students) from SY 2014-15 to SY 2018-19, more than doubling its rate of students scoring level 4+ from 9.4% to 20.3%. English learners were the only population at the school who outperformed their peers in recent years.

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	37.5	50.9	36.8	51.3	35.2	52.7	48.8	54.2	48.1	54.8
Black or African American	%4+	9.4	22.5	11.6	24.9	11.3	24.9	19.8	27.4	20.3	26.8
Hispanic / Latino	%3+	⊗	⊗	⊗	⊗	⊗	⊗	36.4	54.2	41.7	54.4
Hispanic / Latino	%4+	⊗	⊗	⊗	⊗	⊗	⊗	18.2	25.5	25.0	26.2
Female	%3+	42.0	55.9	38.4	56.4	32.2	58.6	43.9	60.0	45.9	61.7
Female	%4+	11.1	26.5	10.5	29.5	11.5	30.2	17.1	32.9	18.9	33.2
Male	%3+	34.1	52.9	33.8	53.5	41.2	53.8	52.6	54.9	50.7	55.0
Male	%4+	6.8	25.4	11.7	27.3	14.1	27.4	23.2	29.6	25.3	28.9
Students with Disabilities	%3+	6.3	20.9	0.0	20.2	4.3	19.8	10.7	21.9	9.1	24.2
Students with Disabilities	%4+	3.1	5.7	0.0	6.5	0.0	6.0	7.1	7.2	4.5	8.2
English Learner	%3+	⊗	⊗	⊗	⊗	⊗	⊗	41.7	41.3	41.7	40.6
English Learner	%4+	⊗	⊗	⊗	⊗	⊗	⊗	25.0	15.8	33.3	16.9
At Risk	%3+	⊗	⊗	25.5	44.4	33.1	45.6	43.1	46.8	40.0	47.5
At Risk	%4+	⊗	⊗	9.2	19.7	10.2	19.6	18.3	21.3	14.1	20.8

The chart below details how many students took the PARCC test each year in math. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (Math)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subgroup	Test-Takers	Test-Takers	Test-Takers	Test-Takers	Test-Takers
All Students	169	163	172	177	149
Black or African American	160	155	159	162	133
White	∅	∅	∅	∅	∅
Hispanic / Latino	9	8	9	11	12
Female	81	86	87	82	74
Male	88	77	85	95	75
Students with Disabilities	32	26	23	28	22
English Learner	7	9	9	12	12
At Risk	∅	98	118	109	85

Gateway Achievement Measures

Displayed in the charts below are those students attending the LEA two or more years and scoring college and career ready or above on either ELA (3rd grade) or math (8th grade) on the state assessment.

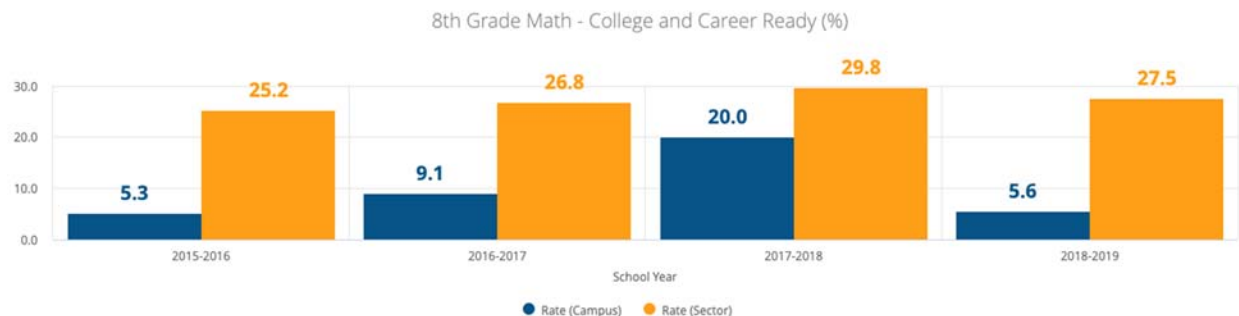
3rd Grade ELA

The school's performance on Gateway Achievement measures consistently improved during the first three years of the review period, with SY 2017-18 being its best year. Each year of the review period, the school has maintained rates below the sector.



8th Grade Math

The school's 8th grade math performance mirrors that of its 3rd grade ELA performance. The first three years of the review period, the school showed consistent improvement on the measure. However, in SY 2018-19 the school's performance sharply declined, with only 5.6% of 8th grade students attending the school two or more years scoring level 4+ in math. As with ELA the school has consistently performed below sector averages.

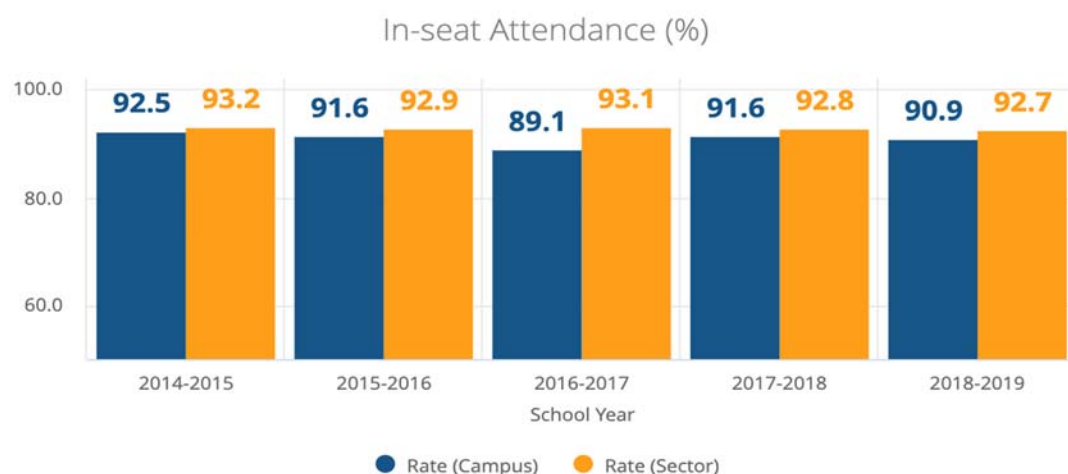


School Environment

The final PMF category of school environment includes in-seat attendance rates, re-enrollment rates, and teacher interaction in prekindergarten classrooms as measured by CLASS. Charts detailing the school's performance compared to the charter sector on each of the measures can be found below.

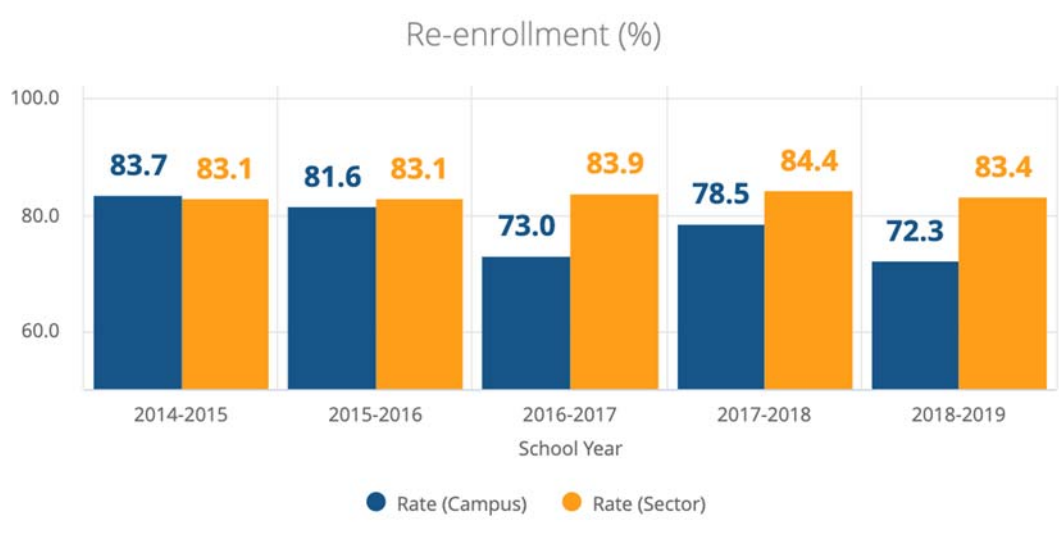
In-Seat Attendance

In-seat attendance measures whether students are present or absent without regard to whether an absence is excused. The school's in-seat attendance rate has fluctuated between 89.1% and 92.5% and has never exceeded sector averages. As noted, the school provides free transportation for some students. While transportation is often cited in DC as a root cause of absenteeism, this has not enabled the school to catch up to the sector average in attendance.



Re-enrollment

Re-enrollment is an important measure of family satisfaction with the school. MM Bethune PCS's rate has fluctuated between 72.3% and 83.7%, with SY 2018-19 re-enrollment at the school's lowest point. Re-enrollment has consistently been below charter sector averages since SY 2015-16.



In fall 2017, the school reported the closure of several units of a nearby housing complex where many students resided, resulting in 90 students not re-enrolling that year. This was noted on the school's SY 2016-17 PMF scorecard. The school has continued to have low re-enrollment rates since that time, indicating that the school's enrollment may still have not recovered from these housing closures.

CLASS

DC PCSB uses the Classroom Assessment Scoring System (CLASS) tool to evaluate prekindergarten classrooms. The school's performance on CLASS each year is displayed in the charts below. For reference, the PMF floors and targets for each domain are as follows:

- Emotional Support: Floor 4.5, Target 6.0
- Classroom Organization: Floor 4.5, Target 6.0
- Instructional Support: Floor 2.0, Target 4.0

MM Bethune PCS has maintained consistent CLASS scores on all three domains of Classroom Organization, Emotional Support, and Instructional Support after gains in the first year of the review. The school made significant gains from SY 2014-15 to SY 2015-16, jumping an entire point in both Classroom Organization and Instructional

Support and over half a point in Emotional Support. The school has maintained those scores throughout the rest of the review period.



Early Childhood Assessments

Each LEA that serves early childhood grades selects its own pre-approved assessments to use with prekindergarten (PK) through second grade students. These measures are display-only on the PMF, meaning the scores do not factor into the school's overall PMF score but are considered as “un-tiered measures” when a school is measured using the Improvement Provision.

PK Literacy and Math

MM Bethune PCS has used Teaching Strategies GOLD with its PK students for every year of the review period. The Teaching Strategies Gold assessment is used by many charter schools for their PK assessments in both literacy and math, and the average score in both subjects is around 95%. Overall, MM Bethune PCS earned average scores for most years of the review, but the school scored below average in SY 2015-16.

PK Literacy			PK Math		
School Year	Assessments (Grades Measured)	Rate	School Year	Assessments (Grades Measured)	Rate
2014-2015	GOLD (PK3,PK4)	92.2	2014-2015	GOLD (PK3,PK4)	93.3
2015-2016	GOLD (PK3,PK4)	85.4	2015-2016	GOLD (PK3,PK4)	82.5
2016-2017	GOLD (PK3,PK4)	94.8	2016-2017	GOLD (PK3,PK4)	93.8
2017-2018	GOLD (PK3,PK4)	96.5	2017-2018	GOLD (PK3,PK4)	94.3
2018-2019	GOLD (PK3,PK4)	93.5	2018-2019	GOLD (PK3,PK4)	98.4

K-2 Literacy and Math

MM Bethune PCS used the Discovery Education assessment from SY 2014-15 to SY 2016-17 for both literacy and math. In SY 2014-15 and SY 2015-16, the school maintained a score above 60.0% in literacy, which is near the top of the range. The school performed in the middle of the display range for math during SY 2014-15 and SY 2015-16. In SY 2016-17, the school declined significantly in both subjects before switching to the i-Ready assessment because the Discovery Education assessment was discontinued.

I-Ready uses a differentiated growth model, meaning students are assigned individual targets based on their diagnostic performance. The targets are set at or near the national median. Math performance is relatively strong, with over 70% of students meeting their growth targets in the most recent year. For literacy, just 54.3% of students met their growth targets.

K-2 Literacy			K-2 Math		
School Year	Assessments (Grades Measured)	Rate	School Year	Assessments (Grades Measured)	Rate
2014-2015	Discovery (K,1,2)	61.6	2014-2015	Discovery (K,1,2)	55.4
2015-2016	Discovery (K,1,2)	61.1	2015-2016	Discovery (K,1,2)	51.6
2016-2017	Discovery (K,1,2)	37.1	2016-2017	Discovery (K,1,2)	31.1
2017-2018	I-Ready (K,1,2)	43.4	2017-2018	I-Ready (K,1,2)	55.8
2018-2019	I-Ready (K,1,2)	54.3	2018-2019	I-Ready (K,1,2)	70.7

Additional Academic Data

Qualitative Site Review (QSR)

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environment and quality of instruction. Between October 22 – November 2, 2018, in anticipation of this charter renewal analysis, DC PCSB conducted a QSR of MM Bethune PCS.

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment and instruction. The following table details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain.

	Classroom Environment	Instruction
MM Bethune PCS	68%	42%
Average score for PK-8 schools	76%	68%

As shown above, fewer than half of DC PCSB's classroom observations scored proficient or distinguished in the Instruction Domain, resulting in concerns about the school offering a consistently rigorous academic program. Learning tasks in the majority of observations required recall of facts, and students had no choice in how they completed tasks. MM Bethune PCS scored below average compared to other PK-8 schools that received a QSR over the past five years. However, compared to its previous QSR in SY 2014-2015, the school improved by three percentage points in the Classroom Environment domain, given its score in SY 2014-15 was only 63% for this domain.

ACCESS for English Language Learners 2.0 Growth

ACCESS for English Language Learners 2.0 (ACCESS) 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 test. ACCESS growth data was not released publicly prior to SY 2017-18, and data from SY 2018-19 will not be publicly available until after this report is published.

The following chart shows the percentage of English learners at MM Bethune PCS who met their language proficiency targets relative to the state average on the elementary framework.³³ In SY 2017-18, MM Bethune PCS exceeded the elementary school state average by 33.7 percentage points. Impressively, the school earned the highest ACCESS growth score of any DC public charter school and the second highest in the state. Both distinctions are inclusive of all grade band frameworks.

MM Bethune PCS ACCESS Growth							
2014-15		2015-16		2016-17		2017-18	
School	State	School	State	School	State	School	State
N/A ³⁴						84.6	50.9

³³ Because fewer than 10 students in grades 6-8 at MM Bethune PCS took the ACCESS test, this data is not publicly reported.

³⁴ For SY 2014-15, 2015-16, and 2016-17, ACCESS growth data is not available.

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.”³⁵ 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 this review period.

Since SY 2014-15, MM Bethune PCS has been compliant with **ALL** the following applicable laws.³⁶

- 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 report key contract information specifying any qualifying procurement contract that the school has executed.

³⁵ D.C. Code § 38.1802.12(c).

³⁶ See MM Bethune PCS Compliance Reports, Appendix G

During the fiscal year (FY) 2017 reconciliation process, DC PCSB found that MM Bethune PCS properly submitted one procurement contract package, which is an unusually low number of contracts for this school. However, during FY 2018, the school properly submitted 17 procurement contract packages, which included late FY 2017 contracts.

On July 1, 2018, DC PCSB began implementing a new Procurement Contract Submission and Conflict of Interest Policy, which tracks the timeliness of procurement contract documentation submissions. Under this new policy, the school received several staff-to-staff communications regarding late submissions and received two Early Warning Notices for late submission of FY 2019 procurement contract documentation. Although the school has a history of struggling to upload procurement contract documentation in a timely manner, recent submission patterns suggest that the school has developed new internal procedures to ensure timely submission of documentation to DC PCSB.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act³⁷ (IDEA) and Section 504 of the Rehabilitation Act of 1973.³⁸ The following section summarizes the LEA's special education compliance from SY 2014-15 to the present.

DC PCSB Special Education Audit Policy Review

DC PCSB reviews enrollment data trends per its Special Education Audit Policy.³⁹ Students with disabilities (SWD) receive a specified number of hours of service depending on need, which are classified in funding levels of intensity (1-4). As all public charter schools are considered their own local education agencies (LEA) for purposes of IDEA, each school must provide a full continuum of services for all levels of need. Schools that have an underrepresentation of SWDs in special education Level 3 and 4 could be flagged for an audit, per the policy.

In June 2017, DC PCSB conducted a desk of audit of MM Bethune PCS due to the school having no Level 3 and 4 SWDs. The school attributed the underrepresentation to several students who were Level 3 or 4 graduating or transitioning out. Additionally, a school administrator explained that staffing changes in the special education department and lack of proper oversight led to students whose hours may need to be re-reviewed to provide adequate support. The new special education coordinator at the time discussed strategies to ensure proper oversight moving forward.

³⁷ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

³⁸ 29 U.S.C. § 794.

³⁹ DC PCSB's Special Education Audit Policy, Appendix H

As a result, DC PCSB encouraged MM Bethune PCS to continue observing best practices pertaining to identifying and appropriately serving students with disabilities at all levels, and also discouraged the school from overidentifying any student as a result of the audit. DC PCSB closed the audit and informed the school that it would continue to monitor the school's special education enrollment data.

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

As the State Education Agency (SEA), OSSE monitors charter schools' special education compliance and publishes detailed findings in the following reports:

- (1) Annual Determinations
- (2) On-Site Monitoring
- (3) IDEA Procedural Timeliness Monitoring (Initial Evaluation, Reevaluation, and Part C to B Transition)
- (4) Child Find Monitoring
- (5) Significant Discrepancy and Disproportionate Representation Review
- (6) Significant Disproportionality Review
- (7) Hearing Officer Determination Implementation Review

Below is a summary of the compliance areas for which OSSE required MM Bethune PCS to take corrective action:

- Initial Evaluation Timeliness
- Reevaluation Timeliness
- Child Find Requirements

Further detailed information on OSSE's findings regarding special education compliance is below.

(1) Annual Determinations

MM Bethune PCS's Annual Determination compliance performance is detailed in the table below.^{40 41}

⁴⁰ See Annual Determination reports, attached to this report as Appendix I.

⁴¹ 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.⁴¹ 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 SY 2015-16 performance).

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level ⁴²
2015	93%	Meets Requirements
2016	83%	Meets Requirements
2017	91%	Meets Requirements

(2) On-Site Monitoring Report⁴³

To date, OSSE has not conducted an On-Site Monitoring of MM Bethune PCS in the last five school years.

(3) IDEA Procedural Timeliness

OSSE monitors schools in three areas related to timeliness of creating and maintaining compliant Individualized Education Programs (IEP) for students: Initial Evaluation, Reevaluation, and Part C to B Transition (described below).

Initial Evaluation

An initial evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine: (1) whether a child has a disability, and if so, (2) the nature and extent of the special education and related services that the child needs.⁴⁴

Under District of Columbia law,⁴⁵ the LEA must make reasonable efforts to obtain parental consent for initial evaluation within thirty calendar days of referral and complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within sixty calendar days of receiving parental consent.

⁴² IDEA requires OSSE, as the SEA, to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the United States Department of 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.

⁴³ 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. (See <https://osse.dc.gov/publication/risk-based-monitoring-guidance>.) It 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, which applies to students ages 3-22) which OSSE then uses to determine if an LEA will receive on-site monitoring. (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.) LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports. 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.

⁴⁴ 5-E D.C.M.R. § 3001.

⁴⁵ D.C. Code § 38-2561.02(a)(2)(A).

MM Bethune PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation⁴⁶ during the following school years:

- SY 2018-19 Quarters 1 and 2 (July 1, 2018-December 30, 2018) Report

OSSE confirms that the school is in progress with addressing the findings issued above.

Reevaluation

A reevaluation is defined as an evaluation, conducted after the initial evaluation, to determine whether a child with a disability still has a disability. The LEA must conduct a reevaluation at least once every three years, whether or not a child's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.⁴⁷

MM Bethune PCS was flagged for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2018-19 - May 2019 (October 1, 2018 - March 31, 2019) Report
- SY 2018-19 - August 2018 (April 1, 2018 - June 30, 2018) Report
- SY 2017-18 - May 2018 (October 1, 2017 - March 31, 2018) Report
- SY 2015-16 - May 2016 (October 1, 2015 - March 31, 2016) Report

OSSE confirms that the school has addressed the findings issued in the SY 2015-2016, 2017-2018, and 2018-2019 August report. The school is in progress with addressing the findings issued in the SY 2018-2019 May report.

Part C to B Transition Timeliness⁴⁸

As of the date of this report, OSSE had not conducted a review of Part C to B Transition Timeliness of MM Bethune PCS in the last five school years.

⁴⁶ For IDEA Purposes, OSSE only monitors schools for the second part of the Initial Evaluation timeline (parental consent to eligibility being completed in 60 days).

⁴⁷ 5-E D.C.M.R. § 3005.7.

⁴⁸ IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place to ensure a child's smooth and effective transition by a child's third birthday. (34 C.F.R. § 300.124.)

(4) 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. Consistent with a judicial order,⁴⁹ OSSE continues to audit 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.⁵⁰

As described in a letter to the LEA’s leader,⁵¹ OSSE found that in SY 2018-19, MM Bethune PCS identified 1.4% of its students aged 3-5 years old as eligible for special education, significantly lower than the 8.5% target enrollment. In SY 2017-18, OSSE also reviewed MM Bethune PCS’s child policy, procedures, and practices and determined that they were not compliant with IDEA and local law. As a result, OSSE required that MM Bethune PCS:

- Revise its policies to address the identified areas of noncompliance.
- Conduct training for all instructional staff, support staff, principals and other school administrators regarding child find processes and procedures prior to the beginning of the 2018-19 school year.
- Submit documentation to its LEA monitor that it has completed training of all staff by October 15, 2018.

OSSE confirms that the school has completed training requirements and submitted required documentation by the October 15, 2018 deadline.

(5) Disproportionate Representation Review⁵²

OSSE determined that the LEA does not have disproportionate representation data based on inappropriate identification.

⁴⁹ D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017).

⁵⁰ 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>.

⁵¹ Please find the Child Find Focused Monitoring Report for MM Bethune PCS attached as Appendix J.

⁵² 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

(6) Significant Discrepancy Review⁵³

OSSE determined that the LEA does not have a significant discrepancy based on noncompliant policies and procedures.

(7) Significant Disproportionality Review⁵⁴

OSSE determined that the LEA was not identified as having significant disproportionality.

(8) Hearing Officer Determination (HOD) Implementation Review⁵⁵

Transmittal Date ⁵⁶	HOD Implementation and Timeliness Status ⁵⁷
12/2017	Implemented timely

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.

⁵³ OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE annually defines what constitutes "significant discrepancy" between these two rates. In FY 2018, this definition required two conditions to be met:

- Any excess in the rate of long-term suspension and expulsion between students with disabilities and students without disabilities; and
- A rate ratio of 1.5 or higher, meaning students with disabilities from a particular racial or ethnic group are suspended or expelled at a rate that is at least one and a half times greater than the rate for all nondisabled students.

⁵⁴ OSSE annually reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

⁵⁵ 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 during the review period that resulted in a finding of noncompliance by a Hearing Officer. 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

⁵⁶ 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.

⁵⁷ An HOD may be implemented timely, implemented untimely, or not implemented and untimely

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.⁵⁸

DC PCSB has assessed MM Bethune PCS's financial performance by reviewing the previous four years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2015 through FY 2018. DC PCSB also reviewed the school's unaudited financials for FY 2019 and incorporated this data when relevant. For the purpose of this report, DC PCSB used the FY 2018 FAR Report's benchmarks to assess the financial strength of these individual measures. These 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 a school's metrics fall below the established targets, they are reviewed collectively to identify and assess the areas of financial risks presented. Further, metrics that fall below the established floors are reviewed to determine whether they pose more imminent financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

KEY for Fiscal Management and Economic Viability Charts	
Black Text	▪ Within an average, financially healthy range based on the FAR and general finance principles.
Red Text	▪ 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.

Summary of Findings

MM Bethune PCS has demonstrated healthy 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.

MM Bethune PCS has adequate liquidity, with a current ratio of 3.0 and 46 days of cash on hand at year-end FY 2019; the school's debt leverage is adequately low at

⁵⁸ See D.C. Code § 38-1802.13(b).

0.38; and the primary reserve ratio is healthy at 24%. These indicators all reflect positive financial strength.

Financial Overview

Overall, the school has exhibited adequate financial performance, while exhibiting appropriate fiscal responsibility. The following table provides an overview of MM Bethune PCS's financial information between FY 2015 and FY 2019. MM Bethune PCS's enrollment and revenues have grown in some years and contracted in others. Similarly, the school has also generated surpluses in some years and deficits in others. Liquidity is sufficient and the school has reserves that are near to DC PCSB's target, so this variability is not a cause for concern.

Financial Highlights (\$ in 000s)					
	2014-15	2015-16	2016-17	2017-18	2018-19*
Maximum Enrollment⁵⁹	500	500	500	500	500
Audited Enrollment	381	420	402	457	413
Total Revenue	\$7,300	\$7,568	\$7,380	\$9,269	\$8,747
Surplus/(Deficit)⁶⁰	\$583	\$(416)	\$(750)	\$485	\$35
Unrestricted Cash Balances	\$1,891	\$929	\$455	\$940	\$1,108
Number of Days of Cash on Hand⁶¹	101	42	21	40	46
Net Asset Position⁶²	\$2,925	\$2,326	\$1,576	\$2,061	\$2,097
Primary Reserve Ratio⁶³	44.0%	29.0%	19.0%	23.5%	24.0%

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Fiscal Management

Based upon 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 sufficient; the school has low debt leverage; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity							
	Floor	Target	2015	2016	2017	2018	2019*
Current Ratio	0.7	1.0	5.5	2.0	1.2	2.6	3.0
Number of Days of Cash on Hand	15	45	101	42	21	40	46

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

⁵⁹ 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.

⁶⁰ Surplus / (Deficit) is total revenue minus total expenses.

⁶¹ 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.

⁶² Net Asset Position equals total assets minus total liabilities.

⁶³ Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Liquidity refers to the school's ability to 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 Ratio⁶⁴ and Days of Cash on Hand⁶⁵—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. The school's current ratio has consistently been above the target of 1.0, and was a strong 3.0 at the end of FY 2019, meaning the school has the means to meet obligations that will come due in the next year.

Days of Cash on Hand: This measure approximates how many days of expenses a school can meet with the cash it has in the bank. While MM Bethune PCS's days of cash on hand fell to just 21 days in FY 2017, this measure has improved, ending FY 2019 at targeted levels.

Solvency: The final measure of liquidity is solvency,⁶⁶ 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 MM Bethune PCS's FY 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 MM Bethune 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, MM Bethune PCS's solvency is not an area of concern.

Debt Burden

Debt Burden						
	Floor	Target	2015	2016	2017	2018
Debt Ratio	0.9	0.5	N/A – metric introduc ed in FY 2016	0.3	0.4	0.4
Debt Service Coverage Ratio	1.0	1.2		N/A	N/A	N/A

⁶⁴ A school's current ratio is its current assets divided by current liabilities.

⁶⁵ Days of Cash on Hand is the amount of unrestricted cash and cash equivalents divided by daily operating expenses, excluding depreciation & amortization.

⁶⁶ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

Based upon DC PCSB's assessment, there are no current concerns related to MM Bethune PCS's debt burden. DC PCSB reviews two ratios related to debt management—the debt ratio⁶⁷ and the debt service coverage ratio (DSC).⁶⁸

Debt Ratio: This metric measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. As such, a lower metric implies that the school's operations are financed by a relatively low amount of debt compared to its assets. DC PCSB recommends a debt ratio of 0.5 or below; we consider this the target. A ratio greater than 0.9 could present a long-term concern but is not problematic in and of itself. The school has maintained low leverage, with assets well in excess of its liabilities and a debt ratio exceeding the target of 0.5

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 potential challenge for a school to service its debt. The school has no long-term debt obligations, so this measure is not applicable.

Cost Management

Components of Expenses (\$ in 000s)				
	2015	2016	2017	2018
Salaries and Benefits	\$4,903	\$5,618	\$5,824	\$6,161
Direct Student Costs	\$820	\$889	\$790	\$983
Occupancy Expenses	\$589	\$1,019	\$978	\$978
General Expenses⁶⁹	\$405	\$458	\$536	\$567

As a Percent of Expenses					
	2015	2016	2017	2018	FY18 Sector Median
Salaries and Benefits	73%	70%	72%	70%	62%
Direct Student Costs	12%	11%	10%	11%	11%
Occupancy Expenses	9%	13%	12%	12%	16%
General Expenses	6%	6%	7%	6%	11%

The tables above provide an overview of the school's spending decisions over the past five years. As a percent of total operating expenses, MM Bethune PCS invests more in staff salaries and benefits than most schools, and less in general expenses. While the school's allocation of resources skews differently than the sector medians,

⁶⁷ Debt Ratio equals the total liabilities divided by the total assets.

⁶⁸ 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).

⁶⁹ 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.

its overall financial health remains adequate; as such, this does not present a concern.

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 MM Bethune 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. MM Bethune PCS appears to have an adequate internal control environment.

Internal Controls				
	2015	2016	2017	2018
Modified Statement Opinion. 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
Material Weakness. 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
Statement Non-Compliance. 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
Modified Program Opinion (Uniform Guidance). 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	N/A	N/A	No

Internal Controls				
	2015	2016	2017	2018
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal 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.	No	N/A	N/A	No
Findings & Questioned Costs. 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
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. 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

ECONOMIC VIABILITY

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB staff has no concerns about MM Bethune PCS's economic viability. The school has generated operating surpluses and positive cash flows for the last two years.

(\$ in 000s)	Floor	2015	2016	2017	2018	2019*
Surplus/(Deficit)	<0	\$583	\$(415)	\$(750)	\$485	\$35
Earnings before Depreciation and Amortization	<0	\$127,330	\$144,222	\$168,718	\$163,744	\$35

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

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 surpluses for the year.⁷⁰

⁷⁰ EBDA is the change in net assets plus depreciation and amortization.

MM Bethune PCS has generated both surpluses and deficits over the past five years. As indicated above, a net loss in a given year is not necessarily an indicator of poor financial health as long as the school has adequate reserves. Further, the school has generated positive cash flows in each year, ensuring its ability to meet operating expenses.

(\$ in 000s)	Floor	Target	2015	2016	2017	2018	2019*
Net Asset Position	\$ 0	N/A	\$2,925	\$2,326	\$1,576	\$2,061	\$2,097
Primary Reserve Ratio	0%	25%	44%	29%	19%	24%	24%

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net asset reserves below zero. As depicted above, the school's net assets have remained sufficient in all years of its operations, ending FY 2019 with total net assets of \$2.1M. Of these net assets, approximately \$0.9M is working capital, meaning that the school has the ability to liquidate and convert these assets to cash to meet additional outstanding obligations.

Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the total expenses of the school. The Primary Reserve Ratio declined from FY 2015 to FY 2017 as the school generated deficits. Since then it has improved and, at 24%, is just below the DC PCSB target.

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 is likely to remain financially stable, barring extraordinary circumstances.

Enrollment over Time (\$ in 000's)					
	2015	2016	2017	2018	2019*
Enrollment Ceiling	500	500	500	500	500
Enrollment	381	420	402	457	413
Growth in Enrollment	-	10%	-4%	14%	-10%
Total Revenue	\$7,300	\$7,568	\$7,380	\$9,269	\$8,747
Growth in Revenues	-	4%	-2%	26%	-6%

* The end of year audited financials were not available at the time of the review.

Appendix A



Mary McLeod Bethune Day Academy Public Charter School

1404 Jackson St., N.E., Washington, DC 20017,

Phone: (202) 459-4710, Fax: (202) 318-7588

Web: www.mmbethune.org

October 3, 2019

VIA ELECTRONIC MAIL

DC Public Charter School Board

3333 14th Street, NW

Washington, DC 20010

Dear DC PCSB Board and Staff,

Mary McLeod Bethune Day Academy PCS (MMBDA) is currently in its fifteenth year of operation. At this time, MMBDA is submitting this letter to formally request that the DC PCSB Board consider our school for charter renewal in SY 2019-20. In addition to the quantitative data (i.e., PMF scores, PARCC achievement, and Growth performance) that DC PCSB staff has already collected on our school, we'd also like to highlight aspects of our school program.

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Mary McLeod Bethune Day Academy PCS is part-day Spanish language immersion school and an IB Primary Years Programme World School that was fully authorized by IB in 2017. It is accredited by the Academy for Liberal Education (AALE). MMBDA looks to accomplish its mission by creating well-rounded students that are superior in academics, talent, and personal development. All of these aspects are characteristics associated with IB World Schools, which focus on developing students to be inquirers, knowledgeable, and caring people who work towards creating a better and more peaceful world through intercultural understanding and respect.

MMBDA's two major curricula, Creative Curriculum (Early Childhood Pre Kindergarten 3 year old - 4 year old) and EngageNY (Kindergarten through 8th grade) have been bolstered by the IB curriculum framework as we continue to use inquiry and project based learning while establishing an international mindedness for our students' position in their global community. Instruction is differentiated and balanced by technology infusion and blended learning experiences.

Mary McLeod Bethune Day Academy has always operated by the credo: *Zip code should not determine educational choices*". We are pleased that since 2004 our school has grown from 92 students in grades PreK 3 to 4th grade, to now 445 students in preK 3-8th grade. Students come from all over the City and engage in meaningful learning and family support programs in our two locations; at either our Brookland N.E. location or our early childhood location in the 16th St. Heights neighborhood. Since 2004, our school has provided free transportation to our students as well as supportive services such as food distribution through the partnership with Capital Area Food Bank, extended day programs for students, and academic and nonacademic opportunities beyond the classroom. A recent report authored by the Educational Opportunity Project at Stanford University¹ stated:

"Mary McLeod Bethune Day Academy PCS Slowe Campus, District of Columbia provides roughly average educational opportunities while children are in school. Students learn 23% more each grade than the U.S. average. 0.93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Learning rates are 23.59% higher than schools with similar socioeconomic status."

Educational opportunities are bolstered by a meaningful and direct mindfulness and character development program. MMBDA has incorporated IB World School's IB Attitudes and the Move this World mindfulness curriculum. The IB Attitudes of Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance are daily inculcated in the school-wide experience as well as a daily interactive mindfulness activity.

The school affords our students to fully participate in school life through extra curricular activities and interscholastic programs. Students benefit from a full range of

¹ Educational Opportunity Project at Stanford University, 09/24/19, edoppportunity.org.

after-school activities that include sports, drama, gardening, drumline, tutoring, city-wide competitions and other club activities.

The school accredited by American Academy for Liberal Education, provides a rich arts and humanities program for our students. All students (PreK- 8) receive along with Math, Science, Social Studies and English Language Arts; Spanish Environmental Science, Music Art, Health/PE; and beginning in the 5th grade students also receive Latin instruction.

Mary McLeod Bethune Day Academy meets all compliance requirements of the DCPCSB, OSSE, USDA breakfast and lunch program, and IDEA guidelines. The school received an overall score of 53.4% and 3 Star rating on the DC School Report Card.

Thank you for your consideration of Mary McLeod Bethune Day Academy Public Charter School's renewal application. Please let us know if you have any immediate questions.

Sincerely,

[REDACTED]
Linda McKay, EdD
Executive Director
(202) 459-4710
l.mckay@mmbethune.org

[REDACTED]
Valerie Smith
Board Chair
V.Smith@mmbethune.org

[Back to Map](#)

MARY MCLEOD BETHUNE DAY ACADEMY PCS

Grades Served:
PK3 - Grade 8

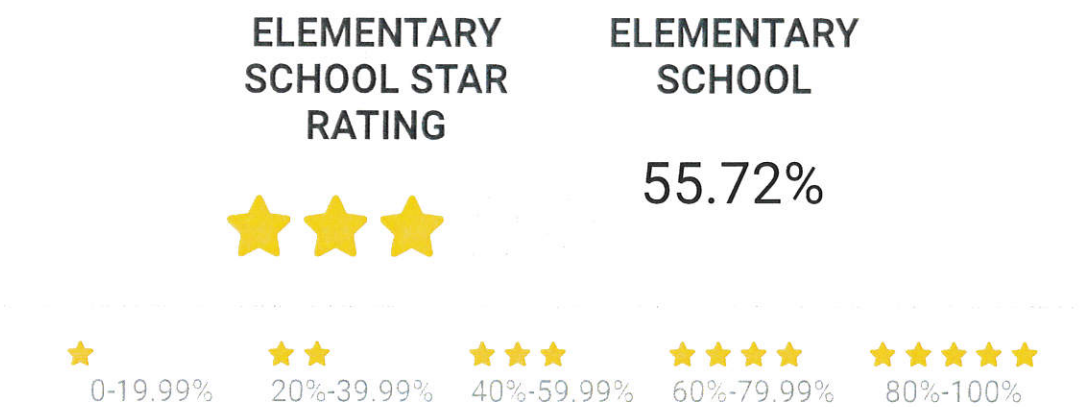
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- PROFILE
- STAR FRAMEWORK
- ACADEMIC PERFORMANCE
- SCHOOL ENVIRONMENT [Add To Compare](#)

STAR RATING

Overall  Elementary School  Middle School 

The School Transparency and Reporting (STAR) Framework measures performance in frameworks based upon the grades served and the school designation. The different frameworks include Elementary (PK-5), Middle (6-8), High (9-12), and Alternative schools, as identified by DCPS and the DC PCSB. Explore the performance of the school as compared to schools serving students in similar grades.



FRAMEWORK METRIC SCORES

[What is this measure?](#)

● School Score Possible Scoring Range

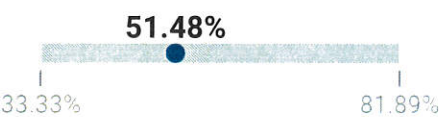
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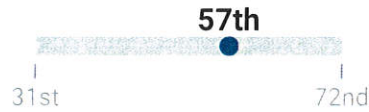
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**MEDIAN GROWTH
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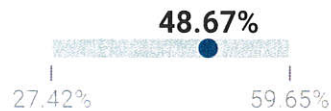
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ARTS ALL STUDENTS**

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**GROWTH TO
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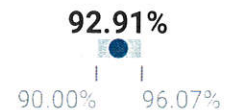
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ALL STUDENTS**

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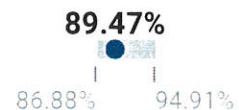
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ALL STUDENTS**

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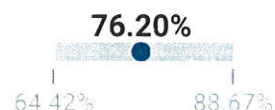
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**RE-ENROLLMENT ALL
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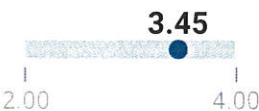
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**EMOTIONAL SUPPORT
ALL STUDENTS**
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**INSTRUCTIONAL
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FRAMEWORK STUDENT GROUP SCORES

[What is this measure?](#)

● School Score

ALL STUDENTS
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DCSCHOOLREPORTCARD@DC.GOV

DC Office of the State Superintendent of Education (OSSE)
1050 First St NE, Washington, DC 20002



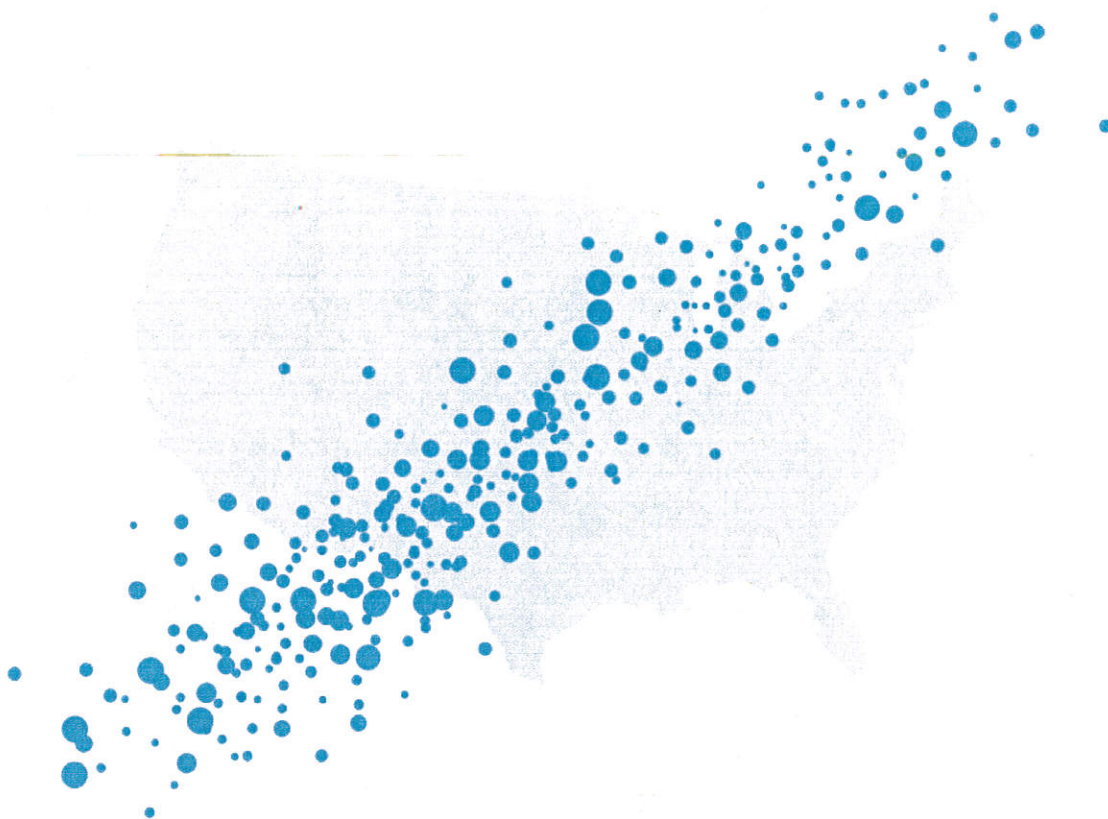
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[For Educators](#)

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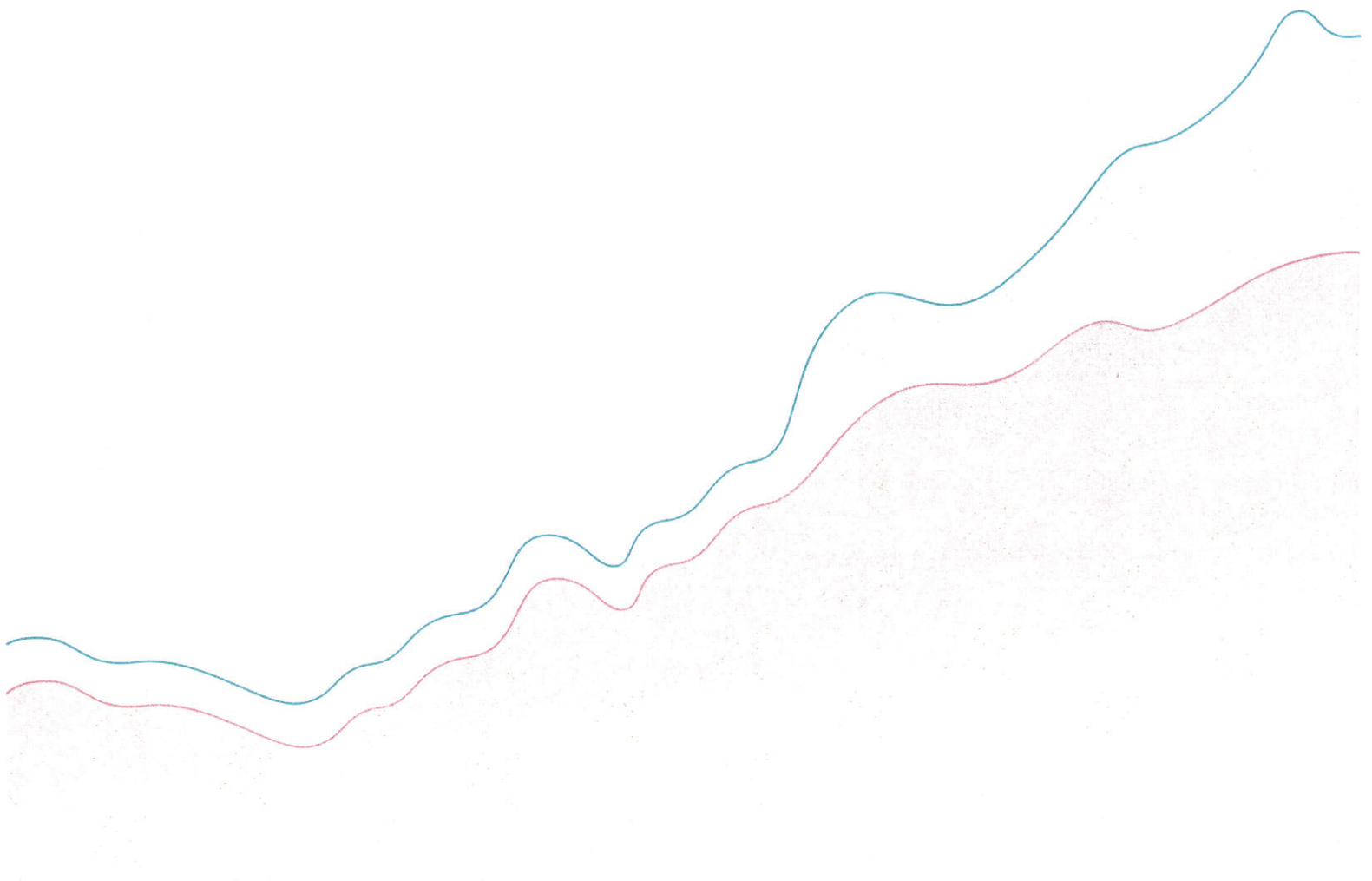


Exploring Educational Opportunity in Mary Mcleod Bethune Day Academy Pcs Slowe Campus, DC

A report created by the Educational Opportunity Project
at Stanford University

GENERATED ON 09/30/19

FOR MORE INFORMATION, PLEASE VISIT EDOPPORTUNITY.ORG



About the Data

The Educational Opportunity Project has derived these data and visualizations from the Stanford Education Data Archive (SEDA), which is the first national database of academic performance in the U.S.

The SEDA data are based on the standardized accountability tests in math and English Language Arts (ELA) administered by each state to all public-school students in grades 3–8 in each school year from 2008–09 through 2015–16. In these years, 3rd-through 8th-graders in U.S. public schools took roughly 350 million standardized math and ELA tests.

The Educational Opportunity Project harnesses data to help scholars, policymakers, educators, and parents learn how to improve educational opportunity for all children.



Test scores reveal three aspects of educational opportunity in America:



Average test scores

The educational opportunities available in a community, both in and out of school, are reflected in students' average test scores.

Average test scores are influenced by children's opportunities to learn at home, in neighborhoods, in childcare, preschool, and after-school programs, from peers and friends, and at school. Average test scores therefore reflect the total set of educational opportunities available in a community.



Learning rates

The contribution of schools to educational opportunity is reflected in the growth of test scores while children attend school.

Learning rates measure how much scores improve each year while students are in school. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



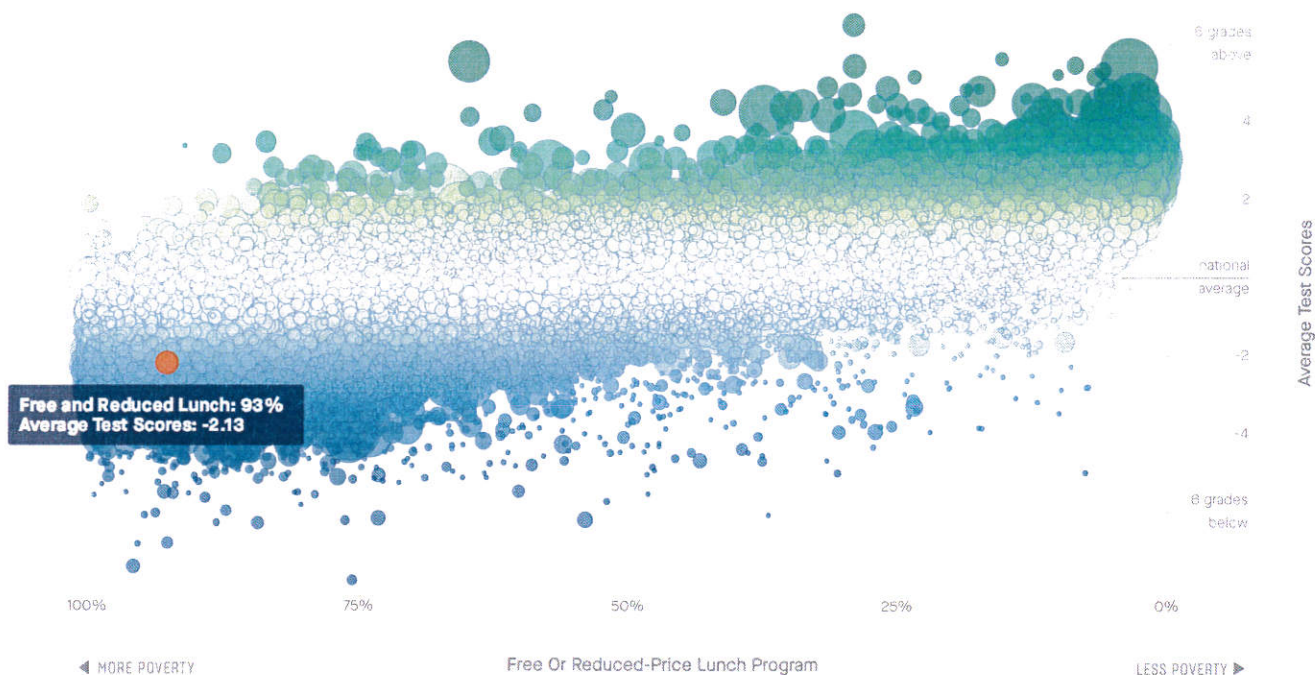
Trends in test scores

The change in a community's educational opportunities, both in and out of school, is reflected in average test score gains or losses.

Trends in test scores reflect both changes in school quality and changes in family and community features that provide opportunities for children.

Educational Opportunity Vs. Free Or Reduced-Price Lunch Program

U.S. schools, all students, grades 3 - 8 from 2009 - 2016, sized by number of students



Average Test Scores

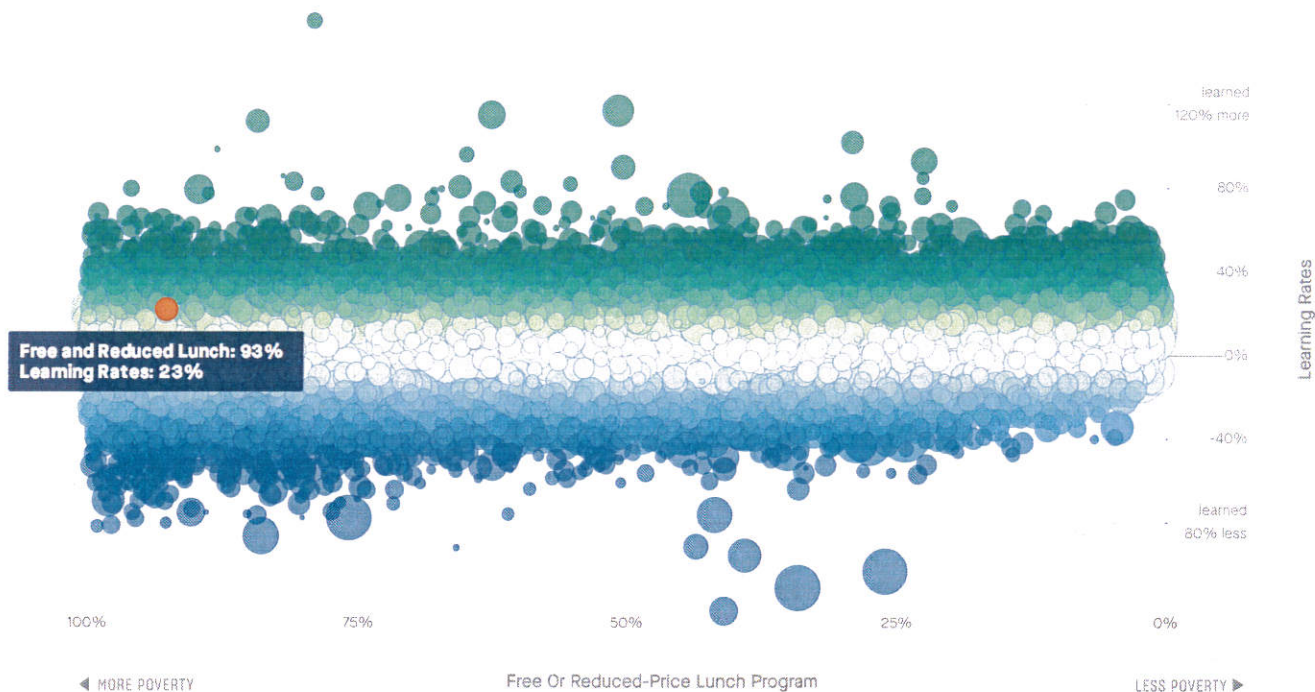
Mary Mcleod Bethune Day Academy Pcs Slowe Campus, District of Columbia

The children attending Mary Mcleod Bethune Day Academy Pcs Slowe Campus have lower than average educational opportunities. Average test scores are 2.13 grade level(s) below the national average. 93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Average scores are 0.33 grade levels lower than those of schools with similar socioeconomic status.

Average scores are influenced by opportunities to learn at home, in neighborhoods, in child-care, preschool, and after-school programs, from peers and friends, and in schools. Because of all these influences, average test scores are not a good way to assess how much children learn in schools. But they are a good way to assess the average set of educational opportunities available to children in a community. Where average scores are low, students have fewer opportunities to learn. Schools are better evaluated using learning rates, which measure how much student scores improve while they are in school.

School Effectiveness Vs. Free Or Reduced-Price Lunch Program

U.S. schools, all students, grades 3 - 8 from 2009 - 2016, sized by number of students



Learning Rates

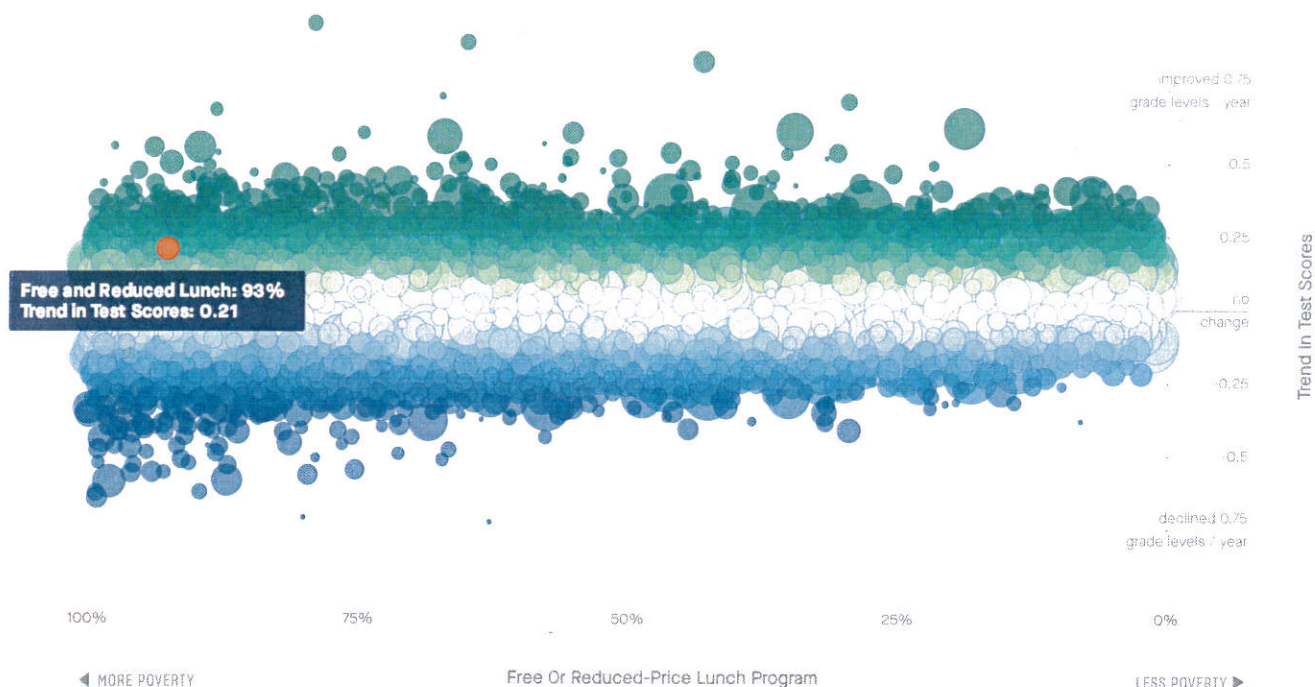
Mary Mcleod Bethune Day Academy Pcs Slowe Campus, District of Columbia

Mary Mcleod Bethune Day Academy Pcs Slowe Campus, District of Columbia provides roughly average educational opportunities while children are in school. Students learn 23% more each grade than the U.S. average. 93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Learning rates are 23.59% higher than those of schools with similar socioeconomic status.

Learning rates measure how much students' scores improve each year while they are in school. This is a better way to assess what children learn in schools than average test scores, which are heavily influenced by factors outside of school. To understand the distinction, think of a hospital: We wouldn't assess a hospital based on the health of its patients; rather, we'd judge it on how much the health of patients improves as a result of their time in the hospital. Similarly, we shouldn't evaluate a school based on the average scores of its students, but rather by how much their test scores improve while in school.

Change In Educational Opportunity Vs. Free Or Reduced-Price Lunch Program

U.S. schools, all students, grades 3 - 8 from 2009 - 2016, sized by number of students



Trend in Test Scores

Mary Mcleod Bethune Day Academy Pcs Slowe Campus, District of Columbia

Educational opportunities for the children attending Mary Mcleod Bethune Day Academy Pcs Slowe Campus improved in the years 2009-2016. Test scores increased an average of 0.21 grade levels each year from 2009-2016. 93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Average scores have increased by 0.21 grade levels more than those of schools with similar socioeconomic status.

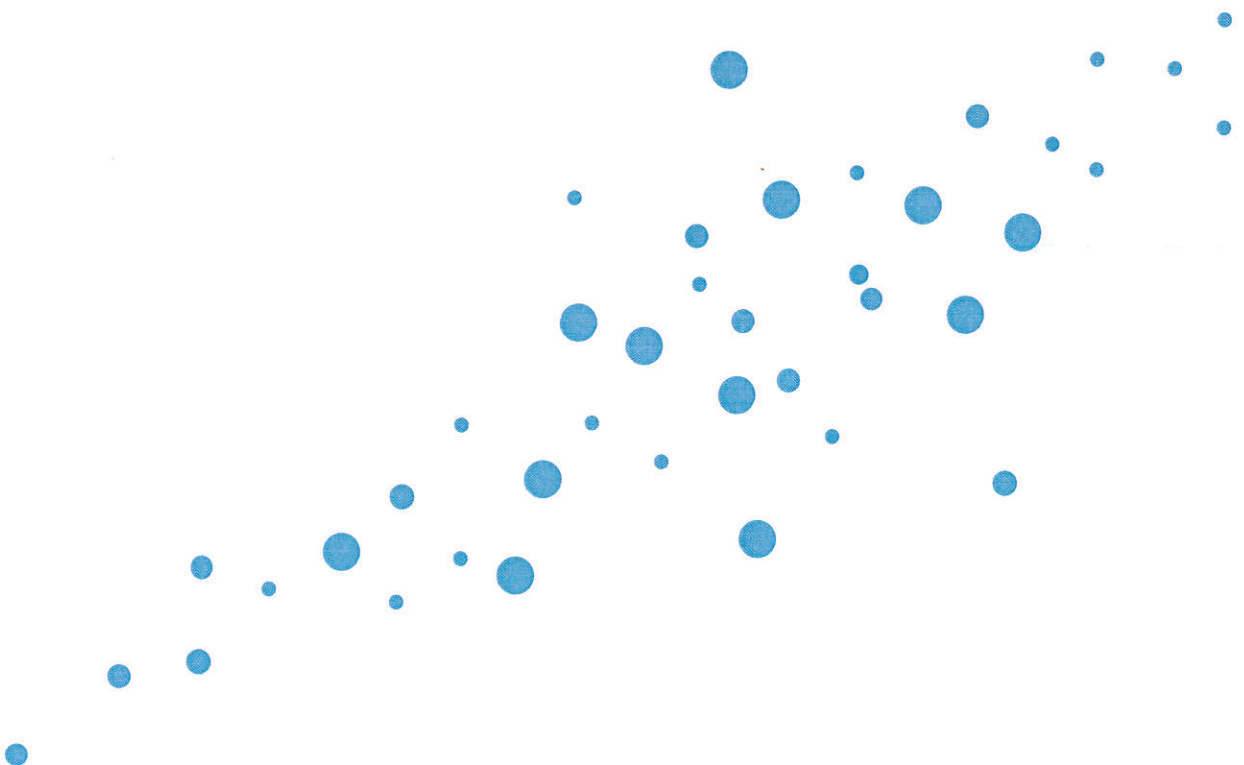
Average student test scores are influenced by home environments, early childhood experiences, community resources, and schools. The trend (or change) in average student test scores from one year to the next indicates whether educational opportunities are improving or declining in a community. Where the trend is positive, students' opportunities to learn are improving. Opportunities may improve over time because of changes in school quality or because of changes in family resources, home environments, early childhood experiences, and/or community resources.



Learn more

View more information about Mary Mcleod Bethune Day Academy Pcs Slowe Campus and see how it compares to the rest of the country.

GO TO THE SITE



Appendix B

**CONTRACT BETWEEN THE
DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE TRUSTEES OF THE
MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Mary McLeod Bethune Day Academy Public Charter School (School), effective January 21, 2004. Such charter shall remain in force for a period of fifteen years through June 30, 2019, pursuant to the D. C. School Reform Act of 1995, as amended (School Reform Act), and pending availability of funding, unless revoked by the Board pursuant to provisions of the School Reform Act. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to Section 2212 of the School Reform Act. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in Section 2213(a)(1)(B) in accordance with the procedures for such revocation established under Section 2213(c) of the School Reform Act.

The contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

SECTION I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the School Reform Act, and pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the School shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the School Reform Act, Section 2203 (c)(10) shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Should the School determine the need to make a material change in the terms of the charter, the Trustees shall prepare a petition for approval of a revision and submit the petition to the Board as outlined in B above.
- D. Reports submitted to the Board shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

SECTION II: FOCUS OF THE MARY MCLEOD BETHUNE PUBLIC CHARTER SCHOOL

The mission of the Mary McLeod Bethune Public Charter School is to provide pre-kindergarten through 8th grade students with a challenging academic program in a supportive learning environment to prepare them for academic success and positive social development. The curriculum will be standards based as required by the District of Columbia Board of Education. Positive experiences will be provided in which every child gains a sense of accomplishment regardless of his/her background. The purpose of education at Mary McLeod Bethune Day Academy Public Charter School is to provide students with learning experiences which lead to basic academic skill development, understanding, and techniques necessary for them to become productive members of our society. A special program focus will be a half-day language immersion program for primary grade students in Pre-kindergarten and first and second grade students.

- A. The School will enroll up to the following number of students in the indicated grades as approved by the Board. The School understands that should the enrollment exceed the approved number, without Board approval of a revision of the School's charter, the School shall not expect to receive funds for the education of students above the approved enrollment number.

Pre-School to Eighth Grade

Year 1	PreK, K, 1, 2,3,4	SY 2004-2005	124 Students
Year 2	PreK, K, 1, 2 ,3, 4 ,5	SY 2005-2006	166 Students
Year 3	PreK, K, 1, 2, 3, 4, 5, 6	SY 2006-2007	208 Students
Year 4	PreK, K, 1, 2, 3, 4 , 5,6, 7	SY 2007-2008	270 Students
Year 5	PreK, K, 1, 2, 3, 4, 5, 6, 7, 8	SY 2008-2009	314 Students

- B. The Mary McLeod Bethune Day Academy Public Charter School will serve 500 students by the end of year five in grades pre-kindergarten through eight. The first year school membership will be 120 students and each consecutive year the school will enroll an additional 95 students, and by the end of the fifth year the school will have a total of 500 students.

SECTION III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees in a manner consistent with the School Reform Act and provisions of the charter. (School Reform Act, Section 2204(c)(6).
- B. The Trustees of the School shall be established pursuant to Section 2205 of the School Reform Act. The first (interim Board of Trustees has been established and shall exercise all the powers and shall be subject to all of the duties of a Board of Trustees.

Interim Board of Trustees

Rita Epps
Linda Cole McKay
Rose Pope
Alice Williams
Pamela Cole
Valerie Smith

- C. The Trustees shall be elected or selected pursuant to Section 2205 of the School Reform Act on the earliest practicable date, but not later than 30 days after classes at the School have commenced.
- D. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School consistent with its charter, the School Reform Act, and other applicable laws.

- E. The Trustees are held accountable, as fiduciaries of the School, to and by the Board of Education for ensuring that the School provides a sound educational program, ensures the health and safety of students, employees, and guests of the School, and adheres to all provisions of its charter and pertinent District and federal regulations.
- F. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of Trustees to salaried positions in the School, the roles and functions of which may contribute to a conflict of interest. Exceptions may be in the election/selection of a teacher/staff representative to serve as a Trustee and/or the Executive Director who shall be a non-voting member.
- G. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:
 - 1. monitoring the operations of the School;
 - 2. ensuring that the School complies with applicable laws and the provisions of its charter; and
 - 3. monitoring the progress of the School in meeting student academic achievement expectations specified in the charter.
- H. The Board as the eligible chartering authority may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the Board to carry out its functions under the School Reform Act.
- I. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the membership of the Trustees or in the directory information.

SECTION IV: ARTICLES OF INCORPORATION

The Trustees have filed with the District of Columbia Government the Articles of Incorporation of the Mary McLeod Bethune Day Public Charter School. The Certificate of Incorporation was issued on October 29, 2004.

A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Act (D. C. Code, Sec. 29-501 et. seq.). (School Reform Act, Section 2204(c)(15) and (16)).

The incorporators of the Mary McLeod Bethune Day Public Charter School are:

Incorporators

Linda McKay
Pamela Cole
Azura Mason

The registered agent is:

Registered Agent

Brenda Walker

SECTION V: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any District-wide assessments. (School Reform Act, Section 2203(3)).
- B. Not later than August 31, 2004, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's comprehensive curricula shall be available for Board review not later than August 31, 2004.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development.
- D. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- E. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as a Local Education Agency and shall ensure the full delivery of special education and related services in accordance with each identified student's Individualized Education Plan (IEP).
- F. The school shall develop and submit to the Board, not later than July 31, 2004 a plan for the delivery of special education services from point of referral and assessment through the delivery of special education and related services.

SECTION VI: STUDENT ASSESSMENT

- A. Students enrolled in the School shall, to the extent possible, participate in any District-wide assessments (such as the Stanford 9 Achievement test or other standardized test(s)) administered by the District of Columbia Public School System.
- B. The District-wide assessments shall be administered, at a minimum, on the grade levels which the Superintendent of the D.C. Public Schools establishes promotion gates.
- C. The school shall administer the District-wide assessments in a manner and during a time frame that permits comparisons between individual District of Columbia public schools and public charter schools; and individual students attending such schools. Inasmuch as the spring administration of the D. C. Public School System's standardized assessment (currently Stanford 9) is a secured assessment, the School agrees to participate with the public school system in the administration of such.
- D. Not later than July 31, 2004, the school shall submit a description of the manner in which the School will conduct any District-wide assessments.

SECTION VII: TUITION, FEES AND PAYMENTS

- A. Pursuant to the School Reform Act, Section 2204(c)(2), the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from preschool through grade 12; and

2. is funded in whole or part through annual local appropriations.
- B. The School may impose fees or otherwise require payment, at rates established by the Trustees, for any program, educational offering, or activity not described in 1 or 2 above, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students. (School Reform Act, Section 2206(e)).

SECTION VIII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted within ninety (90) days of the execution of the contract between the Board and Trustees, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the school's first year of operation and not less than once in each academic semester in subsequent years for the purpose of fulfilling its oversight responsibilities pursuant to Section 2211 of the School Reform Act.
- C. Following receipt of the Board's monitoring report, the School shall develop a plan for corrective action as needed.

SECTION IX: FACILITY

- A. On February 2, 2004, the School submitted a copy of a lease agreement with the District of Columbia for the Ward Memorial AME Church, 253 42nd Street, N.E., Washington, D.C. 20019.
 - (1) The leased premises are the entire building known as Ward Memorial AME Church located at 253 42nd Street, N.E., Washington, D.C. 20019.
 - (2) The lease agreement is for a term of 5 months commencing on the 8th day of January and fully ending at midnight on June 30, 2004.
- B. The identified site and documentation of acquisition of such shall become a material element in the school's charter, and should the school elect to relocate to a different site, the school shall, prior to such relocation, submit the documentation outlined in A above to the Board.

SECTION X: PERSONNEL

- A. The School shall ensure the following prior to the first day on which an employee or volunteer is scheduled to report for duty/work.
 1. a police clearance report; and

2. results of a tuberculin skin test or chest x-ray.
- B. The aforementioned reports shall be made available to the Board during its monitoring visits.
- C. In cases in which the report revealed criminal activity by a person to be hired or accepted as a volunteer, a copy of the report shall be submitted to the Board within 24 hours of receipt by the School.
- D.

SECTION XI: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year not later than May 31st and initiate negotiations with the superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than June 30th.

SECTION XII: ACCREDITATION AND LICENSURE

Accreditation

- A. The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved.
- B. The School shall obtain accreditation at the earliest possible date allowable by the accreditation association, but not later than five (5) years of the initial date of establishment.

"...An assurance that the proposed school will seek, obtain, and maintain accreditation from at least one of the following:

- (A) The Middle States Association of Colleges and Schools*
- (B) The Association of Independent Maryland Schools*
- (C) The Southern Association of Colleges and schools*
- (D) The Virginia Association of Independent Schools*
- (E) American Montessori Internationale*
- (F) The American Montessori Society*
- (G) The National Academy of Early Childhood Programs*
- (H) Any other accrediting body deemed appropriate by the eligible chartering authority that has granted the charter to the school."*

D. C. School Reform Act 2202(16)

SECTION XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D. C. Code, sec. 31-404) (relating to census of minors. See the School Reform Act, Section 2204(c)(12)

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," Section 4:

The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board, pursuant to Title I of the APA, report to the Board the name, address, sex and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school.

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information (School Reform Act, Section 2402).
 - (a) The number of students, including nonresident students and students with special needs, enrolled in each grade from prekindergarten through grade 12; and
 - (b) The amount of fees and tuition assessed and collected from the nonresident students described in a above.
2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above. (School Reform Act, Section 2402)

D. Annual Report

The Trustees of the School shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The School is a twelve-month school; therefore, the annual report submitted on July 15th will be a partial report with the submission of the full report by October 15th. The contents of such report shall include, but may not be limited, to the following: (School Reform Act, 2204(c)(11).

1. a report on the extent to which the school is meeting its mission and goals as stated in charter, including a discussion of annual and incremental gains toward long-range objectives;
2. student performance on any district-wide assessments, including a discussion of pre-and post data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. grade advancement for students enrolled in the public charter school, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. graduation rates, college admission, test scores, and college admission rates, if applicable, including a discussion of annual and longitudinal comparisons over the period of the charter;
5. types and amounts of parental involvement;

6. official student enrollment;
7. average daily attendance;
8. average daily membership;
9. a financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States. (Due on February 1st for the preceding fiscal year ending on September 30th.)
10. a report on school staff indicating the qualifications and responsibilities of such staff; and
11. a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community.

E. Financial Reports

The School shall provide to the Board on a monthly basis and in a manner prescribed by the Board a financial report of income and expenses for the month, effective beginning the end of the month on which the public charter school first receives funds in the name of the public charter school.

F. Annual Audits

The Trustees shall submit to the Board by February 1st (120 days following the end of the fiscal year on September 30th) of each year, audit reports for the preceding fiscal year as follows: (School Reform Act, Section 2202(6)(A)).

1. financial statement;
2. administrative operations; and
3. programmatic operations

The first financial audit is due by February 1st, 2006 for fiscal year 2005 ending on September 30, 2005.

SECTION XIV: FEES

Administrative Fee

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the school to cover the cost of undertaking the on-going administrative responsibilities of the eligible chartering authority. (School Reform Act, Section 2211(b)).

SECTION XV: CONTRACTING AUTHORITY

D.C School Reform Act of 1995, Section 2204(c)

(A) Notice Authority. Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school, with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$25,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) Submission to the Authority:

- (i) **Deadline for Submission.** - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.
- (ii) **Effective Date of Contract.—**
 - (I) **In General.** - Subject to subclause (II), a contract described in subparagraph A shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified for the contract whichever is later.
 - (II) **Exception.** - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.

SECTION XVI: APPLICATION FOR CHARTER RENEWAL

Should the Trustees desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days or earlier than 365 days before the expiration of the charter. The application shall contain the following:

(School Reform Act, Section 2212)

- A. A report on the progress of the School in achieving the goals, student achievement expectations, and other terms of the approved charter; and
- B. All audited financial statements of the public charter school for the preceding 4 years.

SECTION XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to current law (D.C. School Reform Act), the following shall apply with respect to the disbursement of public charter school funds by the Mayor of the District of Columbia:

(A). INITIAL PAYMENT. – In General, Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to Section 2401(b) of the School Reform Act to a bank designated by such school.

(ii) REDUCTION IN CASE OF NEW SCHOOL. – In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).

(B) FINAL PAYMENT ((i) Except as provided in clause (ii), and not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).

(ii) ADJUSTMENT FOR ENROLLMENT. – Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under Section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.

(iii) REDUCTION IN CASE OF NEW SCHOOL. – In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 25 percent of the amount of the payment under subsection (b).

(b) PAYMENTS TO NEW SCHOOLS. – (3)(A) IN GENERAL. – Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5) an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) to the total anticipated enrollment as set forth in the petition to establish the public charter school.

Additionally, the D.C. School Reform Act provides: (31-2853.41)

Payment. – Notwithstanding paragraph (2) of this subsection, the Mayor and the District of Columbia Council, in consultation with the Board of Education and the Superintendent, may adjust the amount of the annual payment under paragraph (1) of this subsection to increase the amount of such payment if a District of Columbia public school or a public charter school serves a high number of students—

- (i) *with special needs;*
- (ii) *who do not meet minimum literacy standards; or*
- (iii) *to whom the school provides room and board in a residential setting.*

SECTION XVIII: REVOCATION

A. Charter or Law Violation: Failure to Meet Goals (School Reform Act, Section 2213)

1. In general, subject to paragraph 2, the Board, as an eligible chartering authority that has granted a charter to a public charter school may revoke the charter if the Board determines that the school. –
 - (A) committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; or

(B) failed to meet the goals and student academic achievement expectations as set forth in the charter.

2. SPECIAL RULE – an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B).

B. Fiscal Mismanagement (School Reform Act, Section 2213)

The Board, as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines that the school. —

1. has engaged in a pattern of nonadherence to generally accepted accounting principles;
2. has engaged in a pattern of fiscal mismanagement; or
3. is no longer economically viable.

C. Revocation procedures shall adhere to the School Reform Act, Section 2213.

Signed this 28th day of June 2004

**District of Columbia Board of Education
Trustees of Mary McLeod Bethune Day
Public Charter School**

President

Chairperson

Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other _____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Charter Amendment: Mary McLeod Bethune Day Academy Public Charter School, Additional Facility

DATE: July 20, 2015

*The following proposal was opened for public comment from May 28, 2015 to July 20, 2015. For Mary McLeod Bethune Day Academy Public Charter School to secure its proposed additional facility prior to the start of school year 2015-2016, the DC Public Charter School Board ("PCSB") agreed to grant the school an expedited public hearing and board vote at PCSB's July 20, 2015 meeting pending the school's ability to meet with the appropriate Advisory Neighborhood Commission ("ANC") in Ward 4 where the proposed new facility is located, and obtain the ANC's approval regarding the school's proposal to add a facility at the 6th Presbyterian Church Education Building, located at **5413 16th Street, NW in Ward 4**. On July 8, 2015 PCSB received two letters of support (Attachment B) from Commissioner Joseph Maloney of Ward 4C02 and Commissioner David Wilson of Ward 4A07 regarding the school's proposed operation of an additional facility in Ward 4 beginning in school year 2015-2016. PCSB did not receive any other public comment regarding this proposal.*

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment requests of Mary McLeod Bethune Day Academy Public Charter School ("M.M. Bethune PCS"), and approve that PCSB Board Chair Darren Woodruff sign the amendment on behalf of the Board. On May 28, 2015, M.M. Bethune PCS submitted to PCSB a notification of its intent to operate at a second facility located in Ward 4 beginning in School Year ("SY") 2015-2016.

M.M. Bethune PCS currently operates at a single campus located at 1404 Jackson Street, NE in Ward 5. Beginning in SY 2015-2016, the school plans to operate at a second facility located at the 6th Presbyterian Church Education Building, 5413 16th Street, NW in Ward 4. This facility is currently being occupied by a licensed private preschool program, and was M.M. Bethune PCS's original facility when the school opened in 2004.

M.M. Bethune PCS would like to open an additional facility in Ward 4 because it has identified a demand for more educational opportunities for students in grades prekindergarten-3 ("PK3") through kindergarten. The school reports that it has approximately 66 students on its waiting list that would like to enroll in the early childhood program. If approved, M.M. Bethune PCS plans to operate the proposed additional facility as an early childhood program that will serve a total of 54 students in grades PK3 through kindergarten. Beginning in SY 2015-2016, the school plans to offer three classes of 18 students each for grades PK3, PK4 and kindergarten respectively, totaling 54 students. Beginning in SY 2016-2017 the school would like to add a grade level to the proposed additional facility each year until it reaches capacity in SY 2017-2018 serving grades PK3-2. By opening an additional facility, M.M. Bethune PCS anticipates an increase in its enrollment and plans to alleviate its waiting list by providing more space for students in early childhood grades.

Background

M.M. Bethune PCS is currently in its 11th year of operation serving 383 students in grades PK3 through eight. With an existing enrollment ceiling of 500 students, the school is currently authorized to enroll up to 117 additional students. According to the school's charter agreement amendment application, the proposed additional facility on 16th Street, NW has the capacity for an occupancy of up to 225 people. In its first year at the proposed additional facility, M.M. Bethune PCS plans to have a staff of 3 Instructional Teachers, 3 Teacher Assistants, one Itinerant Music Teacher and one Itinerant Creative Movement Teacher. Additionally, the school's executive director and instructional coach will alternate days, at least two days each week, when they will work at the proposed additional facility. Due to the terms of the lease, the school's modest staffing plan and proposed student population of 54 students at the additional facility beginning in SY 2015-2106, M.M. Bethune PCS does not, and will not require an enrollment ceiling increase.

MM Bethune has consistently performed as a Tier 2 school since the inception of the PMF. The table below provides a summary of the school's historical performance for its two grade bands, PK3-2nd grade and 3rd – 8th grade.

M.M. Bethune PCS	SY11-12	SY12-13	SY13-14
PK3 – 2nd Grade	N/A	N/A	Met 100% of its performance targets on the EC PMF
3rd Grade – 8th Grade	42.8% (Tier 2)	51% (Tier 2)	55.2% (Tier 2)

According to the school's charter agreement amendment application, M.M. Bethune PCS anticipates an increase in its net annual income as a result of adding a new facility where it may serve additional students. A copy of the school's proposed budget for SY 2015-2016 may be found at Attachment C. PCSB staff are currently reviewing the school's financials to determine whether the addition of a new facility will jeopardize the school's current financial standing.

Notification

On June 4, 2015, PCSB staff submitted a notification to be published in the DC Register, and on June 10, 2015 staff notified Joseph Maloney, ANC Commissioner for Ward 4C02. PCSB also posted a notice on its website on May 28, 2015, soliciting public comment regarding M.M. Bethune PCS's charter amendment requests. Copies of these public notices in their entirety may be found here: <http://bit.ly/1ejQCm1>.

Attachments to this Proposal:

Attachment A: School's Request to Amend Charter

Attachment B: Letters of Support from ANC

Attachment C: School's Proposed Budget for SY 2015-2016

Attachment D: Charter Agreement Amendment

ATTACHMENT A

School's Request to Amend Charter

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Valerie Smith, Board Chair, Mary McLeod Bethune Day Academy PCS

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Changes to the: Mission or Education Philosophy | <input type="checkbox"/> Replication/Operation of additional campus(es)*
*(w/ no changes to grade configurations) |
| <input checked="" type="checkbox"/> Goals and Academic Achievement Expectations | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Levels to be Served | <input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s) |
| <input type="checkbox"/> Governance Structure
(e.g., hiring/dismissal of management companies) | <input type="checkbox"/> Campus location (Part D1) |
| <input type="checkbox"/> Enrollment Ceiling | <input type="checkbox"/> Curriculum, standards, or assessments (Part D2) |
| <input type="checkbox"/> Articles of Incorporation or Bylaws | |

DATE: 5/27/2015

PROPOSAL

Mary McLeod Bethune Day Academy PCS submits to the DC Public Charter School Board ("PCSB") this petition to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on August 1, 2015.

1. What specifically is the school requesting to change? Please describe any planning that is already underway to prepare for the proposed change(s).
The school is requesting to revise its goals and academic achievement expectations. The school has been working closely with PCSB staff on revising its goals to accept the PMF, along with one mission-specific goal.
In addition to revising the Mission Specific language immersion goal, the School also wished to add a campus.
2. How will the amendment(s) selected above support or enhance the school's mission?
The amendments will:
A) Mission Specific Language Immersion Goal demonstrates the efficacy of the Spanish language immersion program, which is designed to provide a World Language to early childhood students to achieve competency in the second language (listening, speaking, reading and writing) and to gain a greater understanding and appreciation of other cultures.
B) Additional Campus – We will add an early childhood campus at our original location. The additional campus will alleviate a waiting list for the early childhood students as well as provide opportunity to increase our student enrollment.
3. Has the school's board approved the proposed amendment(s)? If so, on what date? If not, please explain.
Yes, May 19, 2015.
4. Has the school informed its internal stakeholders (e.g., staff, students and parents) of the proposed amendment(s)?
If so, how were they notified? Please describe any concerns raised by stakeholders.

Charter Amendment Application

Yes, verbally at staff meeting on Friday, May 22, 2015.

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your school:

- a) Number of years in operation: The school's first year of operation was 2004-05, and has been in operation for ten years as of school year 2014-15.
- b) Grade levels served: PK3-8.
- c) Expiration date of the school's charter agreement: 2020.

2. Please select the performance indicators below that describe the school's current performance: (Mark all that apply)

- ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC or Adult PMF.
- ☒ School is not currently under corrective action
- ☒ School has been in operation for 3+ years
- ☒ Has historically met enrollment projections w/in 80% of target.
- ☐ School is properly accredited.
- ☒ School has been in operation 3+ years.

Charter Amendment – Replication/Operation of Additional Campus(es)*

*(with no changes to grades configuration)

****ONLY complete this section if applying to Replicate/Operate in Additional Campus(es).**

1. Explain the school's rationale for proposing to replicate or operate in additional campuses.
2. Summarize the school's enrollment history for the previous five years, including
 - a. What is the school's current enrollment? 387
 - b. What is the school's current enrollment ceiling? 500
 - c. What are the school's reenrollment rates for the past five school years? SY2010 -96% , SY2011-71.2% , SY2012-81.9%, SY2013-77.7%, SY2014 – 89.6%
 - d. How many students are currently on the on the school's waiting list? 66
 - e. How many students were on the school's waiting list last year? 38
3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

For the past three years, Mary McLeod Bethune Day Academy PCS has steadily improved in its PMF scores. In 2012, the school was a Tier 2 school with 42.6% of the PMF points. Performance improved in 2013, with a PMF score of 51%. The school's 2014 PMF score was 55.3%, continuing in its upward trajectory.
4. Have you identified a proposed site for this replication? If so, provide the address and the ward in which it is located and provide a general description of how the facility meets your programmatic needs, including occupancy limits.

Yes, the location is at the 6th Presbyterian Church Education building, located at 5413 16th St., N.W., located in Ward 4. This facility was our original facility at the inception of our Charter school operation. The building is presently occupied by a licensed private preschool program.
5. How many traditional and public charter schools within a one-mile radius of the proposed new campus serve students in the same grade levels as the proposed campus? How will the proposed new campus impact the number of quality seats offered in that community?

Community Academy PCS, LAMB PCS. The new campus will provide an additional 60 early childhood seats/
6. How will the proposed enrollment increase impact the school's operations and finances? Provide a proposed budget and budget narrative on a separate sheet.

The enrollment at the new campus will not have significant impact on the school's operation and finances. The anticipated per pupil revenue will more than adequately cover the expenses of the finance and operations of the new campus. A proposed budget is attached on a separate sheet.
7. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

A letter was submitted to the ANC. A response has not been provided at this time.
8. Please complete the following enrollment matrix*.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Enrollment Matrix – All Campuses

	Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	<i>Continue until year of max enrollment</i>
	Current	Projected	Projected	Projected	Projected	Projected	
LEA Total	383	387	460	500	500	500	500
Projected % - SPED	10	11	10	10	10	10	10
Projected % - ELL	05	05	10	12	12	15	15
# Campuses*	1	1	2	2	2	2	2

Section J. Charter Amendment – New Location

***ONLY complete this section if applying to amend Campus Location.**

1. Explain the school's reason for requesting a change in its location of campus(es).
Mary McLeod Bethune Day Academy PCS is currently in its 11th year of operation serving students in grades prekindergarten -3 through grade 8. The school currently operates as a single campus at 1404 Jackson St., N.E, Washington, DC. In order to provide additional space to better serve its students and families, the school is seeking approval to add additional space at a facility used by Mary McLeod Bethune Day Academy PCS from August 2004 until August 2009.
2. If this request is for an additional campus, please describe all funds (including public and private) the school has earmarked for this new campus. (If not applicable, please write N/A.)
The school will use local funds as well as the general revenue and reserve.
3. How far away is the new location from the current location of the school? Is the new location in a priority neighborhood? If so, which one?
The distance between the two facility locations is 4.5 miles.
4. How many traditional and public charter schools in a one-mile radius of the new location serve students in the same grade levels? Describe how the academic performance, demographics, and mission of your school compares to schools within a one-mile radius of where you wish to locate.
Schools within a one-mile radius serving students in the targeted grades – prek 3 through grade two: Brightwood Elementary School, 13th and Nicholson St., N.W. Brightwood Educational Center is a DCPS school designated by OSSE as a "Focus" School. Mary McLeod Bethune Day Academy PCS is a "Rising", Tier 2 school.
5. How will the change in location impact the enrollment of students who currently attend this campus, and how will you ensure that you will have a high re-enrollment rate? (I.e. how will you ensure that students from the existing campus will be able to continue attending your school once the move has occurred?)
Mary McLeod Bethune Day Academy has consistently had a high re-enrollment rate since its inception. The School provides transportation to DC families throughout the City. Presently, the school has a bus route within the designated site. The School proposes to offer enrollment at the school as a "choice" for parents of students in grades prekindergarten 3 – kindergarten, which will include students on the waiting list.
6. What community engagement outreach has been done in the local community of the new school location?
Mary McLeod Bethune Day Academy PCS has contacted the ANC. In addition, the School has a history of serving families at the proposed location from 2004 until 2009. The School has maintained a positive relationship with the host church, Sixth Presbyterian Church.
7. What student recruitment has been done in the local community of the new school location?
Mary McLeod Bethune Day Academy PCS recruits City-wide for students. The school maintains a waiting list of students who live in the area. In addition, the school provided free transportation to its students throughout the City.
8. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students that will occupy the facility at any point in the future, explain the steps taken and the timeline in place to address this issue.
The occupancy load for the school is 225 students.

For questions, please contact DC Public Charter School Board ("PCSB") at (202) 328-2660.

9. How will the proposed change impact the school's operations and finances? Provide a proposed 2-year budget, and a 5-year budget, along with narrative to explain the anticipated impact of this change.

The proposed change will have a positive impact on the school's operations and finances. The first year budget is developed as a zero base budget. As the enrollment grows it is anticipated that there will be net increases annually.

10. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

The School has informed the ANC of the proposed amendment on May 21, 2015 and again on June 5, 2015. The Executive Director of the School will speak at the ANC 4C June 10th meeting during the Community Comment portion of the meeting.

ATTACHMENT B

Letters of Support from ANC's

Joseph Maloney
1403 Crittenden St NW
Washington, DC 20011

July 7, 2015

DC Public Charter School Board
3333 14th Street NW
Washington DC, 20010

To Whom It May Concern:

This letter is to show my support as the local ANC commissioner for Mary McLeod Bethune Day Academy's application for the use of the facility 5413 16th St NW, currently the home for the 6th Presbyterian Church of Washington, DC.

The community has been assured by school leadership that morning drop-offs and afternoon pick-ups of the school's students will take place in the alley serving the rear of the building and in no circumstances will occur on 16th St NW.

Moreover, the facility has ample parking spaces in the rear of the building for facility employees and school staff. Once again, school leadership has assured me that all employees and staff members will park their vehicles in those spaces dedicated to the building, and therefore not require any staff or faculty members to use on-street parking on any neighborhood streets.

If you have any questions, please feel free to contact me.

Sincerely,

A black rectangular box redacting the signature of Joseph Maloney.

Single Member District 4C02

July 7, 2015

Scott Pearson

Executive Director

DC Public Charter School Board

3333 14th Street, NW, Suite 210

Washington, DC 20013

Re: Letter of Support for Mary McLeod Bethune Day Academy PCS

Dear Mr. Pearson:

I am David Wilson, ANC 4A07. I am writing in support of Mary McLeod Bethune Academy ("McLeod Charter School"). My Single Member District contains the west side of the 1300 & 1400 blocks of Kennedy Street, which is across the street from the Sixth Presbyterian Church, located at 5413 16th St., NW, (the "Church"). Thus, ANC 4A is "affected" by the Church's proposed lease of the Church by Mary McLeod Charter School).

Because ANC 4A does not normally meet in the summer, ANC4A will not have the opportunity to vote on this matter as a Commission. Nonetheless, as a neighbor, located just a few blocks away from the Church, as well as an ANC Commissioner, I am providing my favorable views on the proposed leasing of classroom space in the Church. I understand that ANC4C will meet, vote on the matter and give its views on the proposed leasing to the McLeod Charter School.

During the week of June 28th, I went door to door on the streets of 1300 and 1400 blocks of Kennedy Street and solicited the neighbors' views regarding McLeod Charter School leasing classroom space from the Church. In making my rounds at dinner time. I gave the neighbors the attached letter ("Letter") regarding this matter to approximately 30 neighbors. About half of the neighbors were not home; however, for those neighbors who were not available, I left the Letter at their doorsteps with a handwritten note, as shown by the attachment, asking them to call me at my cellphone if they have any questions. I did not receive any phone calls.

The child development center that has been operating at the Church will leave the Church in August 2015. This has given McLeod Charter School the opportunity to return to the Church, which it had used during August 2004 to August 2009. In 2009, the McLeod Charter School moved its location to the Brookland neighborhood at the old Slowe Elementary School at 1404 Jackson Street, NE

The McLeod Charter School is able to negotiate a five-year lease for the classroom space within the Church so that it can occupy the facility next month. The space at the Church could accommodate the McLeod Charter School's early childhood waiting list—prekindergarten 3 through grades 2-- with the anticipation of serving only 54 prekindergarten students in School Year 2015/16. In School Year 2016/17, McLeod Charter School estimates that 74 children will attend and that in the succeeding year no more than 128 children will attend.

The neighborhood will be well served by the McLeod Charter School which is a Tier 2 school, according to the DC Public Charter School Board. The McLeod Charter School has an excellent Spanish language immersion program, high quality staff and is a candidate for the Primary Years Program International Baccalaureate Program, among other important areas of distinction.

McLeod Charter School discussed with ANC Commissioner Joe Maloney, ANC02, and myself its plan to have a minimal impact on traffic in the neighborhood. All faculty and administrators will park in the lot behind the school and will not park on any of the side streets. Finally, to prevent traffic congestion on 16th Street from cars driven by parents that drive their children to school, the drop-offs and the pick-ups of children will occur in the large Church parking lot and not on 16th Street.

In conclusion, I fully support the McLeod Charter School's request to use the Church to provide educational services. I thank you for your consideration of this letter during your deliberations. Please contact me (202.441.7888) if you have any questions or require additional information.

Thank you,

David Wilson, ANC4A07@anc.org

cc: Lquinn@dcpcsb.org

Lckay@mmbethune.org

Stephen A. Whatley, ANC4A@anc.dc.org

Joe Maloney, ANC4C02@anc.dc.gov

ATTACHMENT C

School's Proposed Budget for SY 2015-2016

DISTRICT OF COLUMBIA BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT

Annual Operating Budget

School Name	Mary McLeod Bethune	Contact	Stacia S. Bryson
Fiscal Year	SY 2015-2016	Phone #	202-459-4710 ext 3646
Estimated Student Enrollment	54		
DESCRIPTION	Budget Amounts		
REVENUES			
Per Pupil Charter Payments	666,360		
Facilities Allowance	162,000		
Federal Entitlements	25,000		
Other Federal Funding	25,000		
Activity Fees	0		
Other Income	0		
TOTAL REVENUES:	\$878,360		
EXPENSES			
Personnel Salaries and Benefits		# Of Full Time Employees	# Of Part Time Employees
Administration Salaries	50,000	1.00	
Instructional Salaries	375,000	6.00	
Instructional Support Salaries	-	-	
Special Education Salaries	-	-	
Food Service Salaries	-	-	
Transportation Salaries	30,000	1.00	
Support Services Salaries	30,000	1.00	
Instructional Salaries - Contracted	-	-	
After School Service Salaries	15,000	-	
Bonus/Merit Pay	-		
Employee Benefits	30,000	-	0
Payroll Taxes / Fees	25,000	9.00	0
Subtotal Personnel Costs:	\$ 555,000		
Direct Student Costs			
Staff Development Costs	2,000		
Textbooks	0		
Instructional Supplies / Materials	12,000		
Library / Media Center Materials	2,500		
Instructional Furnishings/Computers/Materials	40,000		
Student Assessment Materials	2,500		
Contracted Instructional / Student Services	0		
Lunch	45,000		
Student Field Trip	1,500		
Student Activities	1,500		
Miscellaneous Student Costs	1,500		
Student Bus/Transportaion	6,000		
Subtotal Direct Student Costs:	\$114,500		
Occupancy Expenses			
Rent / Lease	96,000		
Building Supplies / Materials	10,000		
Building Equipment Maintenance / Repairs	20,000		
Building Maintenance / Repairs	0		
Utilities (Electric / Gas / Water)	0		
Janitorial Supplies	9,000		
Contracted Building Services	15,000		
Leasehold Improvements	0		
Subtotal Occupancy Expenses:	\$150,000		

**DISTRICT OF COLUMBIA
BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT**

Annual Operating Budget

<u>DESCRIPTION</u>	<u>Budget Amounts</u>
<i>Office Expenses</i>	
Office Supplies / Materials	2,500
Office Equipment Purchase	7,500
Office Equipment Rental / Lease	0
Office Equipment Maintenance / Repairs	0
Telephone / Telecommunications	5,000
Accounting/Legal Fees	0
Printing / Copying	0
Postage / Shipping	500
Advertising	8,000
Other	0
Subtotal Office Expenses:	<u>\$23,500</u>
<i>General Expenses</i>	
Insurance	18,635
Bank Fees	125
Meeting/Entertainment	0
Travel	1,000
Consultant	2,500
DCPCSB Oversight Fee	8,600
Moving Expenses	3,000
Other General Expense	1,500
TOTAL EXPENSES:	<u><u>\$35,360</u></u>
	<u>\$878,360</u>
EXCESS (OR DEFICIENCY)	\$0

Appendix D

Mary McLeod Bethune Day Academy PCS

Annual Report

2018 – 2019



1404 Jackson St., N.E., DC 20017
and
5413 16th St., N.E., DC 20011
www.mmbethune.org
(202) 459-4710

Valerie Smith, Chair

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NARRATIVE

SCHOOL DESCRIPTION

Mission Statement The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

School Program

Summary of curriculum design and instructional approach

Mary McLeod Bethune Day Academy PCS is an IB World School fully authorized in 2017. MMBDA looks to accomplish its mission by creating well-rounded students that are superior in academics, talent, and personal development. All of these aspects are characteristics associated with IB World Schools, which focus on developing students to be inquirers, knowledgeable, and caring people who work towards creating a better and more peaceful world through intercultural understanding and respect.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.”¹

As a result, MMBDA's two major curricula, Creative Curriculum (Early Childhood Pre Kindergarten 3 year old - 4 year old) and EngageNY (Kindergarten through 8th grade) have been bolstered by the IB curriculum framework as we continue to use inquiry and project based learning while establishing an international mindedness

¹ IB .org

for our students' position in their global community.

IB has helped to further develop units of study using these curricula that center around six major trans-disciplinary themes: *Who We Are*, *How We Express Ourselves*, *How the World Works*, *Where We Are In Place and Time*, *Sharing the Planet*, and *How We Organize Ourselves* that are taught in an interdisciplinary setting where students learn about a given central idea and how that notion can translate into all content areas spanning from ELA, Mathematics, Social Studies, and Science to Art, Music, and Physical Education.

In April 2015, the International Baccalaureate Program accepted Mary McLeod Bethune Day Academy PCS as a Candidate School for the IB program.² IB provided the school continued support throughout the candidacy phase. The International Baccalaureate Program (IB) requires that Candidate Schools submit to rigorous training and adhere to performance standards that are evaluated during the candidacy period before it is allowed to apply for full IB authorization.

Pursuant to our IB authorization, all teachers in the PYP section were required to receive IB certification training through IB World staff. Teachers and administration were given access to the IB Online Curriculum Centre (OCC), where teachers obtain electronic versions of IB publications and teaching materials. Access to the OCC also provides teachers the opportunity to participate with IB practitioners worldwide in online forums on

programme related topics. In addition to being an IB World School, Mary McLeod Bethune Day Academy PCS is fully accredited by the American Academy for Liberal Education (AALE).

“Educational opportunities for the children attending Mary McLeod Bethune Day Academy PCS Slowe Campus improved in the years 2009-2016. Test scores increased an average of 0.21 grade levels each year from 2009-2016. 93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Average scores have increased by 0.21 grade levels more than those of schools with similar socioeconomic status.” A report created by the Educational Opportunity Project at Stanford University

² IB Candidacy letter, April 2015.



PARENT INVOLVEMENT EFFORTS DESCRIBING THE METHODS AND FREQUENCY OF PARENT INVOLVEMENT

We strongly believe that parental and community involvement are important to the educational process. Feedback from annual parent surveys serve to inform adjustments and plans for the upcoming school year. Through partnerships with local businesses, environmental organizations, and government agencies, students' education is expanded beyond the classroom. Parents are essential to the fulfillment of the Mary McLeod Bethune Day Academy PCS mission. Parents are informed of events, activities, and pertinent school news via our web site, newsletters, text messaging, personal phone calls, and meetings. A variety of planned activities are

offered during the school year to involve parents and to offer them workshops and trainings so that they are the best advocates for their child's well-being and education.

MMBDA has a Parent Involvement Coordinator who assists in the coordination of parent activities and plans events to stimulate and afford opportunities for family engagement. These activities include:

Quarterly parent- teacher conferences are conducted every nine weeks.

Parents are communicated via Constant Contact emails, monthly newsletters, updated web pages, teacher Dojo texts, and PTO notices.

Vibrant PTO that provides teacher support, parental engagement, and opportunities for administration to meet with parents

Parents and staff assist in the annual coat, uniform and book bag/school supplies drives and receive and distribute donated coats, uniforms and book bags as needed.

- Washington Capital Food Bank - monthly food distribution at the school for any parent, staff member or community members.
- Parent workshops - a variety of workshops that support families, students, academics, housing and other social services.
- The McKinney-Vento Homeless Education Assistance Act provides assistance and support to homeless families through transportation, food, SMART cards, school supplies, and clothing.
- Early Childhood monthly Meet and Greet events.



- Report cards are distributed 4 times per year
- Progress reports delivered 3 times per year
- Parent Orientation
- Parent/Teacher Conference, 3 times per year
- Awards Programs
- Garden Day /Clean-up Day School Performance

Performance and Progress

THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSION

As means to augment MMBDA's existing character development program, we have incorporated IB World School's IB Attitudes as a means of bolstering positive academic and citizenship characteristics for all of our students. Each month, we focus on one of the twelve IB Attitudes of Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance for teachers and students to actively hone throughout the school day. Students are recognized daily and weekly when they have demonstrated the highlighted characteristic. At the end of each month, every classroom selects a student that has most embodied that IB Attitude and they are recognized with a certificate and picture on the IB Attitudes Board in the main hallway.

"Average student test scores are influenced by opportunities to learn at home, in neighborhoods, in child-care, preschool, and after-school programs, from peers and friends, and in schools. Because of all these influences, average test scores are not a good way to assess how much children learn in schools. But they are a good way to assess the average set of educational opportunities available to children in a community. Where average scores are low, students have fewer opportunities to learn. Schools are better evaluated using learning rates, which measure how much students' scores improve while they are in school." The Educational Opportunity Project at Stanford University, <https://edopportunity.org>, 2019

MMBDA has diligently worked to increase the academic achievement and the student test scores on the PARCC test, the high stakes test given to all third through eighth grade students attending schools that receive federal funding. Our efforts to increase teacher quality, curriculum development, instruction, and leadership feedback were made evident in an increase in our student ELA and Math test scores, which was a dramatic increase from SY 2018. In an effort to increase the ELA scores, MMBDA partnered with One World Education, which provides an argumentative writing program with professional development to support writing, expression and critical thinking skills, introduced I-Ready ELA and Math into all classrooms, and other blended learning

opportunities that are necessary skills for PARCC ELA success. MMBDA was very proud that six middle school students. participated in a poster and oratorical competition with DC school students. As a result 2 students placed in the middle school oratory category.

Mary McLeod Bethune Day Academy elected to adopt the PMF as its charter goals. The assessments listed below are those beyond the CLASS assessment that are used to measure the progress of the school's Early Childhood program on the PK-8 Performance Management Framework for school year 2018-19.

PARCC Statewide Test (Level 3, 4, and 5)	ELA SY15	ELA SY16	ELA SY17	ELA SY18	ELA SY19	Math SY 15	Math SY 16	Math SY17	Math SY18	Math SY19
Approaching College and Career Ready	35%	53.4%	44.8%	53%	49%	29%	36.2%	36.6%	49%	48%
College and Career Ready and Above	15%	20.2%	13.4%	25%	24.5%	9%	11%	12.8%	20%	22%

PARCC Scores over time.

"Educational opportunities for the children attending Mary McLeod Bethune Day Academy PCS Slowe Campus improved in the years 2009-2016.

Average scores have improved by 0.21 grade levels more than schools with similar free/reduced-price lunch percentage."

Educational Opportunity Project at Stanford University

[https://edopportunity.org/explorer/#/split/dc/schools/coh/frl/a](https://edopportunity.org/explorer/#/split/dc/schools/coh/frl/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99)

[ll/15.5/38.93/-76.99/2400630,38.76,-](https://edopportunity.org/explorer/#/split/dc/schools/coh/frl/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99)

[76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99](https://edopportunity.org/explorer/#/split/dc/schools/coh/frl/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99)

CLASS Overall Program Averages for Prekindergarten Classrooms

Using national data of state-funded pre-k, some research has shown that “threshold” scores of five or more in Emotional Support and Classroom Organization and three or more in Instructional Support are associated with better social and academic gains for children (Burchinal, Vandergrift, Pianta, & Mashburn, 2010). These threshold scores were the minimum scores that research has shown are associated with positive child outcomes for each CLASS domain. In the District’s efforts to continuously improve the quality of pre-K programs throughout the District, the District has adopted “targets” for each CLASS domain.

	Program Averages 2018	Program Average 2019	Threshold for Quality/Target
Emotional Support	6.30	5.99	5 /6
Positive Climate	6.44	6.22	
Negative Climate*	1.00	1.11	
Teacher Sensitivity	6.02	5.72	
Regard for Student Perspective	5.73	5.16	
Classroom Organization	6.13	5.74	5 /6 ..
Behavior Management	6.42	5.75	
Productivity	6.27	5.71	
Instructional Learning Formats	5.71	5.75	3 /4 ..
Instructional Support	3.45	3.13	
Concept Development	3.08	2.58	
Quality of Feedback	3.29	3.20	
Language Modeling	3.98	3.60	

¹Negative Climate is scaled opposite, with higher scores indicating lower quality.

Teachers consistently use their common planning time to conduct data analysis within their class groups to better differentiate lessons. The school continues the use of Achievement Network for benchmark data and to modify curriculum

planning. In addition, the school uses I-Ready, an on-line instructional and remediation program for reading and math. I-Ready is built for the Common Core, and combines a valid and reliable growth measure and individualized instruction, which provides student instruction and practice as well as pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

The reading specialist and EL coordinator, along with the principal and assistant principal meet with teams to discuss data points and further action. Parents have opportunities to log on to the I-Ready internet to see student progress.

UNIQUE ACCOMPLISHMENTS

Unique accomplishments achieved, awards earned, and/or other recognition.



Middle School Students Placed in One World Education Writing Competition MMBDA

students participated and won in the 2019 One World Program. Of six middle school awardees, three students from MMBDA were 2019 winners. On March 26, our school had

seven scholars that participated in the challenge, which included delivering presentations and creating displays about their personal perspectives on social justice issues. Forty-one DC students from ten public charter schools delivered presentations to a packed crowd around issues that feel strongly about. Jodi-Symone Gudger received a certificate and a Samsung Galaxy table for having the most creative and informative display on Bullying. Nikko Webb received 2nd place in the presentation category for Gender Equality and received an Acer laptop. Congratulations to our winners and all of our participants for their hard work. Here is the list of our students that participated and their topics:

- **Junior National Honor Society inaugurated our membership** - On May 22nd, 9 students in grades 6 – 8 were inducted into the Junior National Honor Society. The students inducted were:
 - Michael Celestine 8th
 - Monroe McPherson 7th
 - Wayne Lin 7th
 - Yenner Rengifo 7th
 - Mery Jans Verga Sanchez 6th
 - Jodi Symone Gudger 6th
 - Taylor Terrell 6th
 - Ny'mira Williams 6th
 - Chris Nelson 6th
- From June 8-16, 8th grade students went on their experiential learning trip to Costa Rica. Scholars visited historic landmarks, volunteered in community service projects, and learned about the Costa Rica's rich culture.
- On May 23rd 7th grade students participated in their graduation ceremony with our partners The Grassroots Project. Students were given the opportunity to show what they learned about their health throughout the semester at the annual graduation ceremony at American University.
- On Thursday, January 31, MMBDA hosted our school spelling bee. Our top three winners went on to compete at the cluster bee held at Langley Elementary on February 8. Jodi-Symone Gudger represented MMBDA on March 9, 2019 at the DC City Wide Spelling Bee. Jodi placed 6th overall in the cluster bee and participated in the City-wide spelling bee.
- **In a partnership with the US Chess Center**, students met weekly to develop skills that correlate to academic achievement; creativity, memorization, cognitive thinking, analysis, patience, and determination; all skills needed in a 21st Century classroom.
- Mary McLeod Bethune Day Academy provided free food to over 100 families through the **Capital Area Food Bank's Family Markets**, which provides food (non-perishable items and fresh produce) to school families free of charge once a

month. The Capital Area Food Bank brings the food to the school one day a month.

- All instructional staff completed **Category I IB training**.
- Our students worked on and off campus with instructors from Dance Place as a part of the school's arts enrichment program.

Cross Country Charity Runners Place in Race



Our cross country team participated in the Race to Empower MoCo 5K/1K.

- Jay Padgett, Cydney LaCore, Maddison Crosby, and Nikko Webb participated in the race. Jay and Nikko made first place in their age group!
- Our acclaimed Eagle Drumline participated in numerous parades and programs in SY 2018. The drumline, led by our music teacher (and Redskins band member) Roland Little, performed at the Emancipation Day parade, the People's Action Conference, and local events.



**LIST OF DONORS GRANTORS THAT HAVE CONTRIBUTED MONETARY OR
IN-KIND DONATIONS HAVING A VALUE EQUAL TO OR EXCEEDING \$500
DURING THE 2018-19 SCHOOL YEAR**

City Redeemer Church
Washington, DC

People's Action Institute
Washington, DC

Valleydale Church
Birmingham, AZ

Valerie Smith
Washington, DC

Patricia Callis
Washington, DC

Pamela Cole
Upper Marlboro, MD

SCHOOL DATA REPORT

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Mary McLeod Bethune Day Academy PCS
PCSB	Campus Name: Mary McLeod Bethune Day Academy PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 413

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	74	55	57	34	32	30	28	28	27
Grade	7	8							
Student Count	26	22							

*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

Total number of instructional days:

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.

Suspension Rate: 3.4%

Expulsion Rate: 0.00%

Instructional Time Lost to Out-of-School Suspension Rate: 0.03%

In-Seat Attendance: 90.9%*

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; 91.9%

(2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**

Midyear Withdrawals: 4.4% (18 students)*

Midyear Entries: 4.1% (17 students)*

Promotion Rate (LEA): 99.7%

College Acceptance Rates: Not Applicable

College Admission Test Scores: Not Applicable

Graduation Rates: Not Applicable

Faculty and Staff Data Points

Teacher Attrition Rate: 40%

Number of Teachers: 54 Teachers

"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.

Teacher Salary:

1. Average: \$56,000
2. Range -- Minimum: \$47,000 , \$40K (teacher fellow)
Maximum: \$82,610

APPENDICES

**STAFF ROSTER FOR 2018-19 SCHOOL YEAR THAT DETAILS ALL STAFFS'
QUALIFICATIONS AND RESPONSIBILITIES**

Name		Position	Year	Educational Attainment
Alba	Isbel	ECE Teacher	2015	Master's
Allen	Jeannee	Elementary Teacher	2011	Master's
Anderson-	Julia	ECE Teacher	2015	Bachelor's
Belt	Shaia	Elementary Teacher	2012	Bachelor's
Birchette	Gertrude	Elementary Teacher	2017	Bachelor's
Brown	Melvy	Elementary Teacher	2016	Master's
Bryson	Stacii	Finance Manager	2008	Bachelor's
Bunn	Mary	Executive Assistant	2015	Bachelor's
Butler	Tiffany	Elementary Teacher	2008	Master's
Cabrera	Maria	ECE Teacher	2016	Bachelor's
Caleb	Samuel	Maintenance	2012	Associates
Ceppi	Racquel	Teacher	2017	Bachelor's
Chen	Tina	ECE Teacher	2016	Master's
Cole	Don	Facilities Mgr.	2004	Bachelor's
Cook	Tempest	Teacher Assistant	2017	Bachelor's
Cooks	Tonnette	Data Mgr.	2016	Associates
Coran	Jonna	Teacher	2017	Bachelor's
Cordoba	Euclides	Teacher Asst.	2016	Bachelor's
Cortez	Elena	Teacher	2018	Bachelor's
Davis	Allison	Counselor	2017	Master's
DeBado	Blanca	ECE Teacher	2004	Bachelor's
Dew-Crawford	Nevada	Music Teacher	2014	Master's
Edwards	Imani	Librarian/En.Sci	2018	Bachelor's
Edwards	Lisa	Librarian Asst.	2014	High School
Fernanda	Maria	Environmental Science	2018	Master's
Gonzalez	Santos	Teacher Asst.	2007	Bachelor's
Grandes	Judith	ECE Teacher	2017	Master's
Gregory	Johnny	Maintenance	2018	High School

Guidi	Linda	Elementary Teacher	2014	Master's
Hall	Quinton	Teacher Asst.	2013	Bachelor's
Hall	Truth	Math Teacher	2019	Bachelor's
Hampton	Erina	ECE Teacher	2015	Master's
Harris	Nikki	Elementary Teacher	2015	Bachelor's
Hernandez	Nuris	ECE Teacher	2006	Bachelor's
Holmes	T'Alfra	MS Teacher	2016	Bachelor's
Hopkins	Jessica	Art Teacher	2015	Bachelor's
Hughes	Reginald	Elementary Teacher	2016	Master's
Javois	Courtney	African Am. History	2018	Master's
Jonas	Chloe	ECE Teacher	2015	Bachelor's
Kim	Gyu	Teacher	2017	Bachelor's
Lester	Marivn	Health/PE Teacher	2015	Bachelor's
Martinez	Netxy	ECE Teacher	2014	Bachelor's
McKay	Linda	Executive Director	2004	Doctorate
McKay	Marcus	Business Mgr.	2009	Bachelor's
Mebane	Avia	Teacher Asst.	2016	2 yrs.
Mendez	Emma	Teacher Asst.	2010	CDA
Mohamoud	Asma	ECE Teacher	2017	Bachelor's
Morales	Katherine	ECE Teacher	2018	Bachelor's
Morconi	Larissa	ECE Teacher Asst.	2015	CDA
Muhammad	Khadijah	Teacher Asst.	2015	Bachelor's
Nash	Allanah	Spanish Teacher	2014	Bachelor's
Orellana	Elenilson	Teacher Asst.	2016	2 yrs.
Otunba	Peter	Elementary Teacher	2018	Bachelor's
Padilla	Hernan	EL Coordinator/Teacher	2015	Bachelor's
Austin	Richard	Principal	2017	Master's
Randall	Sandra	Assistant Teacher	2017	CDA
Richards	Sacha	Reading Teacher	2009	Master's
Roberts	Faith	Teacher Assistant	2016	2 yrs.
Romana	Geiler	ECE Teacher	2016	Bachelor's

Sanchez	Marina	Food Handler	2004	Food Handlers Lic.
Simms	Lyric	Latin Teacher	2017	Bachelor's
Singh	Sanjay	Assistant Principal	2015	Master's
Smith	Nikki	Elementary Teacher	2017	Master's
Sotomayor	Luis	MS Teacher	2015	Bachelor's
Stockert	Thomas	Teacher Assistant	2017	Bachelor's
Sturdivant	Melody	Teacher	2018	Master's
Sayyed	Khalil	Food Services Mgr.	2013	Food Handlers Cert.
Wellington	Inez	MS Teacher	2015	Master's
Williams	Alexandra	ECE Teacher	2014	Bachelor's
Wooten	Jamia	ECE Teacher	2017	Bachelor's
Williams	Jimia	ECE Teacher	2004	Master's
Shivers	Brian	Behavioral Specialist	2009	Bachelor's
Mosqueda	Ramon	Intervention Specialist	2017	Bachelor's
Boxley	Marlinda	SPED Coordinator	2018	JD
Davis	Allison	Counselor	2018	Masters
Shivers	Brian	Elementary Teacher	2009	Bachelor's
Taylor	Phelicia	Instructional Coach	2018	EdD
Mayberry	Jestine	Technology Coordinator	2018	EdD
Ingram	Willie	Dean of Students	2018	Bachelor's
Simms	Lyric	Latin Teacher	2018	Bachelor's
Hinton	Christine	Dedicated Aide	2018	High School
Naranjo	Jasmin	Dedicated Aide	2018	CDA
McKay	Claude	Principal	2006	Bachelor's
Vasquez	Gladys	Food Service Worker	2015	Food Handlers Lic.
Velasquez	Silvia	Food Services Worker	2004	Food Handlers Lic.
Zwedde	Dawit	Science Teacher	2018	Master's

BOARD ROSTER FOR 2018-19 SCHOOL YEAR

Name	DC Resident	Role on Board	Date of Appointment	Appointment Expires
Valerie Smith	Yes	Chair	May 2017	June 2019
Patricia Callis	Yes	Community Rep	May 2017	June 2019
Azura Mason	No	Rep.	November 2017	May 2019
Pamela Cole	No	Rep	November 2017	May 2019
Jamia Williams	Yes	Teacher Rep	May 2018	May 2020
Camina Lane	Yes	Parent Rep.	November 2018	May 2019
Magdalena Acevedo	Yes	Parent Rep.	November 2018	May 2020
LindaMcKay	No	Ex Oficio		

Approved 2019-20 Budget

DISTRICT OF COLUMBIA BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT

Annual Operating Budget

School Name	Mary McLeod Bethune	Contact	Stacii S. Bryson
Fiscal Year	SY 2019-2020	Phone #	202-459-4710 ext 3646
Student Enrollment	430		

DESCRIPTION	Budget Amounts
REVENUES	
Per Pupil Charter Payments	6,648,461
Facilities Allowance	1,403,090
Federal Entitlements	360,555
Other Federal Funding	450,000
Activity Fees	0
Other Income	52,000
TOTAL REVENUES:	\$8,914,106

EXPENSES		Number of Employees
<i>Personnel Salaries and Benefits</i>		
Administration Salaries	979,728	11.00
Instructional Salaries	2,811,489	55.00
Instructional Support Salaries	660,098	12.00
Special Education Salaries	428,085	7.00
Food Service Salaries	138,590	4.00
Transportation Salaries	125,920	5.00
Support Services Salaries	136,802	4.00
Instructional Salaries - Contracted	95,000	-
After School Service Salaries (Tutoring/Cl)	46,500	-
Bonus/Merit Pay	32,500	-
Employee Benefits	805,800	-
Payroll Taxes / Fees	438,528	98.00
Subtotal Personnel Costs:	\$ 6,699,039	

<i>Direct Student Costs</i>		
Staff Development Costs	32,500	
Textbooks	5,000	
Instructional Supplies / Materials	49,250	
Library / Media Center Materials	3,000	
Instructional Furnishings/Computers/Mater	31,350	
Student Assessment Materials	40,000	
Contracted Instructional / Student Services	191,400	
Lunch	360,000	
Student Field Trip	22,000	
Student Activities	24,000	
Miscellaneous Student Costs	4,000	
Student Bus/Transportaion	105,500	
Subtotal Direct Student Costs:	\$868,000	

<i>Occupancy Expenses</i>	
Rent / Lease	425,100
Building Supplies / Materials	20,000
Building Equipment Maintenance / Repair	13,000
Building Maintenance / Repairs	17,000
Utilities (Electric / Gas / Water)	163,200
Janitorial Supplies	4,000
Contracted Building Services	303,100
Leasehold Improvements	51,361

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**MARY MCLEOD BETHUNE DAY ACADEMY
PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2018
*(Together With Independent Auditor's Report)***



MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2018

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INDEPENDENT AUDITOR'S REPORT

1090 Vermont Ave., NW
Suite 920
Washington, DC 20005
PO Box 2478
Kingshill, VI 00851
111 South Calvert St.
Suite 2700
Baltimore, MD 21202

The Board of Trustees
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

Report on Financial Statements

We have audited the accompanying financial statements of the Mary McLeod Bethune Day Academy Public Charter School (the School) which comprise the statement of financial position as of June 30, 2018 and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses and vendor paid over \$25,000 on pages 11 and 12 and the schedule of expenditures of federal awards on page 18, as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements*, are presented for the purpose of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Report on Comparative Information

We have previously audited the School's 2017 financial statements. We expressed an unmodified audit opinion on those audited financial statements in our report dated November 17, 2017. In our opinion, the comparative information presented herein, as of and for the year ended June 30, 2017 is consistent in all material respects with audited financial statements from which it was derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Bert Smith & Co

Washington, D.C.
November 30, 2018

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(With Comparative Totals for 2017)

	<u>2018</u>	<u>2017</u>
ASSETS		
Current Assets		
Cash	\$ 940,497	\$ 454,809
Due from District	321,117	207,800
Other Receivables	67,634	14,890
Prepaid Expenses	1,674	1,896
Total Current Assets	<u>1,330,922</u>	<u>679,395</u>
Noncurrent Assets		
Security Deposit	12,595	8,595
Property and Equipment, net	1,996,784	2,048,752
Total Noncurrent Assets	<u>2,009,379</u>	<u>2,057,347</u>
Total Assets	<u>\$3,340,301</u>	<u>\$ 2,736,742</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 120,450	\$ 106,264
Accrued Payroll and Taxes	390,708	461,526
Total Current Liabilities	<u>511,158</u>	<u>567,790</u>
Noncurrent Liabilities		
Deferred Rent	767,834	592,657
Total Liabilities	<u>1,278,992</u>	<u>1,160,447</u>
Unrestricted Net Assets	<u>2,061,309</u>	<u>1,576,295</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,340,301</u>	<u>\$ 2,736,742</u>

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for 2017)

	<u>2018</u>	<u>2017</u>
Revenue and Support		
Per Pupil Allotment	\$ 8,388,222	\$ 6,665,332
Federal Funds	784,273	702,933
Before and After Care	55,387	-
Other	41,423	11,403
Total Revenue and Support	<u>9,269,305</u>	<u>7,379,668</u>
Expenses		
Program Services	7,480,179	6,959,300
Management and General	1,304,112	1,170,073
Total Expenses	<u>8,784,291</u>	<u>8,129,373</u>
Changes In Net Assets	485,014	(749,705)
Net Assets, Beginning of Year	<u>1,576,295</u>	<u>2,326,000</u>
Net Assets, End of Year	<u><u>\$ 2,061,309</u></u>	<u><u>\$ 1,576,295</u></u>

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018**

(With Comparative Totals for 2017)

	<u>2018</u>	<u>2017</u>
Cash Flows from Operating Activities		
Changes in Net Assets	\$ 485,014	\$ (749,705)
<i>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by (Used in) Operating Activities:</i>		
Provision for Doubtful Accounts	1,877	4,099
Loss on Disposal of Assets	10,556	-
Theft Loss	-	1,399
Depreciation Expense	163,744	168,718
<i>(Increase) Decrease in Assets:</i>		
Receivables	(167,938)	(46,086)
Prepaid Expenses	222	5,232
Other Assets	(4,000)	
<i>Increase (Decrease) in Liabilities:</i>		
Accounts Payable	14,185	(17,475)
Accrued Expenses	(70,818)	26,591
Deferred Rent	175,177	195,845
Net Cash Provided (Used in) by Operating Activities	<u>608,019</u>	<u>(411,382)</u>
Cash Flows from Investing Activities		
Purchases of Property and Equipment	<u>(122,331)</u>	<u>(62,411)</u>
Net Cash Used in Investing Activities	<u>(122,331)</u>	<u>(62,411)</u>
Net Increase (Decrease) in Cash	485,688	(473,793)
Cash, Beginning of Year	<u>454,809</u>	<u>928,602</u>
Cash, End of Year	<u>\$ 940,497</u>	<u>\$ 454,809</u>

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations: Mary McLeod Bethune Day Academy Public Charter School (the School) was organized in 2004 to operate a charter school pursuant to Section 2203 of the District of Columbia Education Law and in accordance with related charter agreements with the District of Columbia Public Charter School Board (DCPCSB).

The mission of the School is to operate a high performing day school providing a challenging academic program in a supportive, parentally involved, and diverse learning environment thus enabling each student to achieve academic success, talent, and positive social development. The School's major source of funding is an annual per pupil allotment from the Government of the District of Columbia (District). The School also receives funding from the federal government, student fees, and activities.

• **Program Services:**

– *Academics*

The School's mission is accomplished by engaging children in powerful learning experiences based on world-class educational methods and standards, providing strong community and parental involvement, and fostering and energetic and highly motivated staff, respecting the abilities and potential of what each child can achieve. The entire school community works cooperatively to create a safe and caring learning environment nurturing and empowering students, their parents and the teaching staff. At present, the program supports pre-school through eighth grade students.

– *Before/Aftercare*

Before/after-care is provided to all students desiring to participate for a weekly or daily fee. Hours of operations are structured so as to be in congruence with the typical workday of parent of the students. Both programs offer food service to students.

Basis of Accounting: The accompanying financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation: The School reports information regarding its financial position and activities in two classes of net assets: unrestricted net assets and temporarily restricted net assets.

... Unrestricted Net Assets - net assets that are not subject to donor-imposed stipulations.

... Temporarily Restricted Net Assets - net assets subject to donor-imposed stipulations that will be met either by actions of the School and/or the passage of time. The School did not have any temporarily restricted net assets at June 30, 2018.

Revenues are reported and recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. All donor-restricted contributions are reported as an increase in temporarily restricted. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. If a donor restriction expires in the same reporting period, the School reports the contributions as unrestricted.

Revenue Recognition: The School records revenue when earned. Amounts received that have not been earned are recorded as deferred revenue.

Cash and Cash Equivalents: The School considers all highly liquid investments with maturities of three months or less to be cash equivalents.

Property and Equipment: The School capitalizes all property and equipment with a unit cost of \$1,000 or more. Depreciation expense is recorded using the straight-line method over the property and equipment's estimated useful lives. Leasehold improvements are depreciated over the life of the lease. Maintenance and repairs are expensed. The estimated useful lives are as follows:

Building	25 Years
Equipment and Furniture	5-10 Years
Vehicle	5 Years

Deferred Rent: Deferred rent represents the difference between the total minimum lease payments amortized over the lease term and actual rent paid each fiscal year.

Income Taxes: The School, a nonprofit organization operating under Section 501(c)(3) of the Internal Revenue Code, is generally exempt from federal, state and local income taxes, and, accordingly, no provision for income taxes is included in the financial statements.

Financial Accounting Standards Board (FASB), Accounting Standards Codification 740, *Income Taxes* (ASC 740) requires that a tax position be recognized or derecognized based on a "more-likely-than-not" threshold. This applies to positions taken or expected to be taken in a tax return. As of June 30, 2018, management has assessed its various tax positions and it believes there are no liabilities for uncertain tax positions.

The School's tax returns are subject to examination by the Internal Revenue Service, generally for three years after they are filed.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain amounts of assets and liabilities. These estimates also affect the disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized as additional information on a functional basis in the schedule of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Accounting Pronouncement to be Adopted: Financial Accounting Standards Board (FASB) issued Topic 842, “Lease.” Under the pronouncement, lessees with an operating lease will be required to recognize (a) a right-of-use asset and a lease liability, initially measured at the present value of the lease payments in the statement of financial position and (b) single lease cost, calculated so that the cost of the lease is allocated over the lease term on a generally straight line basis. The pronouncement is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. Early implementation of the standard is permitted. The School has elected not to early implement.

Pronouncement to be Adopted: FASB 958, “Presentation of Financial Statements of Not-for-Profit Entities”. This standard enhances disclosure amends the requirements for financial statements and notes for non-profit organizations to require the presentation of the financial statements in two classes of net assets rather than for the currently required three classes. In addition, the amendment no longer requires the presentation or disclosure of the indirect method (reconciliation) if using the direct method. The amendments in this update are effective for annual financial statements issued for fiscal years beginning after December 15, 2017. Early implementation of the standard is permitted. The School has elected not to early implement.

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains its cash in two financial institutions. Accounts at each financial institution are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2018, the uninsured cash balances totaled \$528,475.

NOTE 3 DUE FROM DISTRICT

The School receives an annual per pupil allotment and federal and local funds as a pass-through from the District. At June 30, 2018, the amount due from the District was \$321,117.

NOTE 4 PROPERTY AND EQUIPMENT

Nondepreciable	
Land	\$ 267,750
Building	198,336
Depreciable	
Building	385,038
Leasehold Improvements	1,359,874
Equipment and Furniture	488,715
Vehicles	125,136
Total Property and Equipment	2,824,849
Less: Accumulated Depreciation	(828,065)
Net Property and Equipment	<u>\$ 1,996,784</u>

Depreciation expense during fiscal year 2018 was \$163,744.

NOTE 5 PER PUPIL ALLOTMENT

The School receives an annual per pupil allotment from the District that is based on its student enrollment. The pupil allotment represented about 90% of the School's total revenue.

The per pupil allotment consist of the following for the fiscal year ended:

Education	\$6,929,145
Facilities	<u>1,459,077</u>
	<u>\$8,388,222</u>

NOTE 6 RETIREMENT PLAN

The School maintains a defined contribution plan (the Plan) under section 401(k) of the Internal Revenue Code (the Code), under which all staff employed for at least one month of service are eligible to participate. The Plan allows for discretionary employer matching contributions equal to a percentage of eligible employee's salary deferrals, as determined each year. In Fiscal Year 2018, the School matched up to five percent of employees' contributions. The School's matching contributions for the fiscal year ended June 30, 2018 totaled \$105,250.

NOTE 7 COMMITMENTS AND CONTINGENCIES***Occupancy Lease***

The School has two operating occupancy leases. It has a 25 year lease with the District for the property at 1404 Jackson Street, NE and a 5 year lease with Sixth Presbyterian Church for the property at 5413 16th Street, N.W. The future minimum lease payments under the leases are as follows:

2019	\$ 404,989
2020	426,674
2021	340,937
2022	337,784
2023	355,748
Thereafter	<u>8,542,280</u>
Total	<u>\$10,408,412</u>

Rent expense for fiscal year 2018 was \$559,077. The actual rent paid during the fiscal year was \$383,899.

Contingencies

The School asserts that there have been no material claims, suits, or complaints filed nor any pending against the organization. In the opinion of legal counsel, all other matters which are asserted or unasserted are without merit and would not have a significant effect on the financial position or results of operations of the organization if disposed of favorably.

NOTE 8 SUBSEQUENT EVENTS

The School has evaluated subsequent events through November 30, 2018, which is the date the financial statements were available to issue. This review and evaluation revealed no additional material events that would require disclosure or have an effect on the financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SUPPLEMENTAL SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for 2017)

	Program Services	General Administration	2018	2017
Personnel, Salaries, and Benefits				
Salaries and Wages	\$4,164,676	\$ 870,425	\$ 5,035,101	\$ 4,769,144
Payroll Taxes	334,366	69,883	404,249	383,613
Employee Benefits	597,225	124,821	722,046	671,597
Total Personnel, Salaries, and Benefits	5,096,267	1,065,129	6,161,396	5,824,354
Direct Student Costs				
Staff Development	64,124	-	64,124	56,558
Student Supplies	94,603	-	94,603	76,362
Contracted Services	215,213	-	215,213	96,260
Student Lunch	400,999	-	400,999	372,639
Activities/Field Trips	39,376	-	39,376	53,339
Transportation/Bus Expenses	142,487	-	142,487	114,323
Other Student Costs	26,472	-	26,472	20,805
Total Direct Student Costs	983,274	-	983,274	790,286
Occupancy Expenses				
Rent (including utilities)	633,051	76,270	709,321	700,051
Building Supplies/Materials	23,453	2,826	26,279	21,287
Building Maintenance and Repairs	11,182	1,347	12,529	15,203
Contracted Building Services	289,587	34,890	324,477	241,750
Total Occupancy Expenses	957,273	115,333	1,072,606	978,291
Office Expenses				
Office Supplies	6,320	761	7,081	7,537
Office Equipment Rental and Maintenance	20,339	9,554	29,893	21,113
Communications	34,655	16,103	50,758	32,961
Professional Services	21,382	21,382	42,764	18,000
Printing, Copying and Postage	1,706	1,706	3,412	2,190
Payroll Processing Expenses	2,391	288	2,679	2,711
Other Office Expense	7,543	909	8,452	19,151
Total Office Expenses	94,336	50,703	145,039	103,663
General Expenses				
Depreciation Expense	135,437	28,307	163,744	168,718
Administrative Fees	81,293	16,990	98,283	57,136
Provision for Doubtful Accounts	1,552	324	1,876	4,099
Insurance	85,200	17,807	103,007	146,997
Consultants	703	147	850	24,250
Other General Expenses	44,844	9,372	54,216	31,579
Total General Expenses	349,029	72,947	421,976	432,779
Total Expenses	\$7,480,179	\$ 1,304,112	\$ 8,784,291	\$ 8,129,373

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SUPPLEMENTAL SCHEDULE OF VENDORS PAID OVER \$25,000
FOR THE YEAR ENDED JUNE 30, 2018

Name	Type of Service	Amount
AAS, LLC	Contracted SPED services	\$56,523
Benefit Design Group	Carefirst health insurance	\$500,983
CJ Maintenance	Facilities janitorial services	\$173,448
DC Government	Rent	\$269,392
DC Public Charter School Board	Oversight fee	\$98,283
DC Water and Sewer Authority	Water	\$41,609
Explorica Inc.	8 th Grade Educational Trip	\$28,569
Glass Geeks, LLC	Exterior & Interiors Doors	\$70,234
Great West	Retirement – employer match	\$105,250
International Baccalaureate	IB Annual fee and staff trainings for accreditation	\$30,676
Kaiser Permanente	Health insurance	\$95,183
Lincoln National	Life insurance	\$30,266
Pepco	Electricity	\$80,964
Philadelphia Insurance	General Liability/Auto Insurance	\$59,815
Revolution Food, Inc.	Food services	\$371,270
Sixth Presbyterian Church	Rent	\$74,255
Sysco Food	Fresh fruit & Vegetables	\$25,067
The Achievement Network	Annual Student Assessment Subscription	\$27,550
The Hartford	Worker's Compensation Insurance	\$66,674
Unimpeachable Transportation	School Transportation services	\$27,275
Urban Teachers	Contracted teachers	\$95,000
Washington Gas	Gas	\$25,908
Waste Management	Trash/Waste removal services	\$44,024



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**INDEPENDENT AUDITOR'S REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Mary McLeod Bethune Day Academy Public Charter School (the School), as of and for the year ended June 30, 2018, and the related notes to the financial statements, and have issued our report thereon dated November 30, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bert Smith & Co.

Washington, D.C.
November 30, 2018



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**INDEPENDENT AUDITOR'S REPORT
ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND
REPORT ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED
BY THE UNIFORM GUIDANCE**

The Board of Directors
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

Report on Compliance for Each Major Federal Program

We have audited the Mary McLeod Bethune Day Academy Public Charter School (School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June 30, 2018. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance on the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

Other Matters

The results of our auditing procedure disclosed an instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2018-01. Our opinion on the School's major federal program is not modified with respect to this matter.

The School's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material non-compliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance as described in the accompanying schedule of findings and questioned costs as item 2018-01.

The School's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Bert Smith & Co

Washington, D.C.
November 30, 2018

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Grantor Program or Cluster Title	Federal CFDA Number	Federal Expenditures
U.S. Department of Education:		
<i>Pass-Through Programs From:</i>		
<i>District of Columbia Office of State Superintendent of Education</i>		
Title I Part A		
Title I Part A (FY17)	84.010A	\$ 31,788
Title I Part A (FY18)		163,307
Total Title I Part A		<u>195,095</u>
Title II Part A		
Title II Part A FY18	84.367A	44,223
Total Title II		<u>44,223</u>
Title IV		
Title IV-A FY18	84.424A	10,000
Total Title II Cluster		<u>10,000</u>
Special Education Cluster (IDEA)		
IDEA Part B, Section 611	84.027A	53,580
IDEA Part B, Section 619	84.173A	123
Total Special Education (IDEA) Cluster		<u>53,703</u>
SOAR Act Funding		
Academic Quality Grants for Charters (FY17)	84.370C	58,269
Academic Quality Grants for Charters (FY18)	84.370C	7,660
Total SOAR Act Funding		<u>65,929</u>
<i>Total U.S. Department of Education</i>		<u>368,950</u>
U.S. Department of Agriculture:		
<i>Pass-through Programs from District of Columbia</i>		
<i>Office of State Superintendent of Education</i>		
Child Nutrition Cluster		
National School Breakfast and Lunch Program	10.553/10.555	391,116
Fresh Fruits and Vegetables	10.589	24,207
Total Child Nutrition Cluster		<u>415,323</u>
Total Expenditures of Federal Awards		<u>\$ 784,273</u>

The accompanying notes are an integral part of this Schedule.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2018

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the Mary McLeod Bethune Day Academy Public Charter School (School) under programs of the federal government for the year June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 INDIRECT COST RATE

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
• Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major federal programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	Yes
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)?	Yes
Identification of Major Federal Programs:	
10.553/10.555 National School Breakfast and Lunch Program	
Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as a low risk auditee:	No

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section II: Financial Statement Findings

No matters were noted.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section III: Federal Award Findings

Finding No:	2018-01
Federal Program:	National School Breakfast and Lunch Program
CFDA No:	10.553/10.555
Condition:	The School's meal reimbursements requests for (4) months did not agree with its daily tally forms. For some months, the School underreported the number of meals served.
Criteria:	Under its agreement with the District for the National School Breakfast and Lunch program, the School is required to complete on a monthly basis a reimbursement claim form of the number of meals served for lunch, breakfast, and snacks.
Context:	The School submitted 12 monthly reimbursements requests during the fiscal year.
Effect:	The School over and under reported the number of meals served for the months tested.
Cause:	The School used a manual process of counting and compiling the meals served each month.
Recommendation:	We recommend the School evaluate the feasibility of using an automated system for counting and compiling the meals served each month.
Questioned Costs:	The question costs were below the threshold under the Uniform Guidance.
Views of Responsible Officials and Planned Corrective Action:	To address deficiencies with regards to the number of meals served, effective December 1, 2018, the Food Service Supervisor will record and report on a daily basis all meals served to Mr. Cole, Facilities Manager. Mr. Cole will review the daily calculations and enter the information onto an Excel spreadsheet on a weekly basis. At the end of each month, the Excel file will be reconciled against the daily/weekly records prior to the submission of reimbursement request.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section IV-Corrective Action Plan

Finding No: 2018-01

Finding: The School's meal reimbursement requests for four (4) months did not agree with its daily tally forms.

Name of Contact Person: Don Cole, School Facility Manager

Corrective Action Plan: To address deficiencies with regards to the number of meals served, effective December 1, 2018, the Food Service Supervisor will record and report on a daily basis all meals served to Mr. Cole, Facilities Manager. Mr. Cole will review the daily calculations and enter the information onto an Excel spreadsheet on a weekly basis. At the end of each month, the Excel file will be reconciled against the daily/weekly records prior to the submission of reimbursement request.

Anticipated Completion Date: December 1, 2018

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal	School Request
<input type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Notice of Concern	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Notice of Deficiency	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Notice of Probation	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Revocation	<input type="checkbox"/> Approve E-Rate Plan
<input checked="" type="checkbox"/> Charter Continuance	
<input type="checkbox"/> PCSB Policy	

PREPARED BY: Carolyn Trice

SUBJECT: Mary McLeod Bethune Day Academy - Candidacy for Charter Continuance

DATE: January 23, 2012

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; or 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Mary McLeod Bethune Day Academy Public Charter School was chartered by the Board of Education in 2004 and has been in existence for eight years. The school's mission is *to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.* The school is located in Ward 5 and serves approximately 300 students in pre-school through eighth grade. Mary McLeod Bethune is currently pursuing accreditation through the National Association for the Education of Young Children (NAEYC) and expects to earn accreditation in Spring 2012.

Bethune did not make AYP in 2011 and is in Year 2 of School Improvement under NCLB. The school moved from meeting AYP (through Safe Harbor) in 2010 to losing at least ten percentage points in overall proficiency for both mathematics and reading last year, even though academic performance increased in grades 4 and 5 for reading, and in grades 3 and 5 for math.

The school has made demonstrable strides in upgrading its instructional program and although mission-related activities are visibly implemented in classrooms, it will be important as the school moves forward to continue to define how the school's mission translates into instructional practice with regard to instructional rigor, social development and other goal areas.

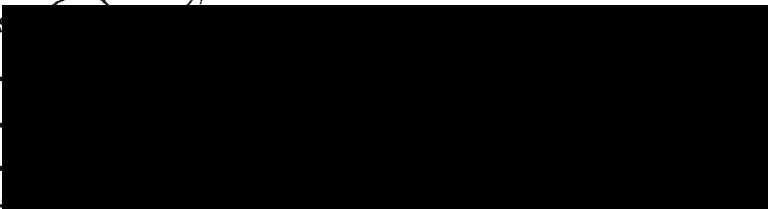
Mary McLeod Bethune is a Tier 2 school scoring **40.8 of 100 percentage points** under the PMF. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

PROPOSAL

Mary McLeod Bethune Day Academy Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

Date: <u>1/23/12</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal





January 25, 2012

Valerie Smith
Board Chair
Mary McLeod Bethune Day Academy Public Charter School
819 Jefferson St., NW
Washington, DC 20011

Dear Ms. Smith,

This letter serves to inform you that in its public meeting held on January 23, 2012, the District of Columbia Public Charter School Board (PCSB) granted charter continuance to Mary McLeod Bethune Day Academy Public Charter School as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the charter review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



Brian Jones
Chair

cc: Dr. Linda McKay, Executive Director

Appendix F



2014-15 Ten-Year Charter Review Report

Mary McLeod Bethune Day Academy Public Charter School

February 23, 2014

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

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BOARD DECISION AND KEY FINDINGS

The District of Columbia Public Charter School Board (“PCSB”) has conducted a charter review of the Mary McLeod Bethune Day Academy Public Charter School (“M.M. Bethune PCS”), as required by the School Reform Act, D.C. Code §§ 38-101 *et seq.* (“SRA”). Based on the record established by the school with the PCSB, and the findings described below, the PCSB Board voted on February 23, 2015 to continue the school’s charter, on the condition that it attain accreditation prior to the 2015-16 school year.¹

M.M. Bethune PCS has not materially violated the law or its charter. The school’s finances have significantly improved over the past four years, and it is currently in strong fiscal health. PCSB has determined that, of M.M. Bethune PCS’s 14 goals and academic achievement expectations (“academic expectations”), the school met five goals, substantially met two goals, partially met four goals, and did not meet three goals. Six goals included in the school’s charter have not been historically measured or pursued by the school.

While meeting the goals related to student growth in reading and math on the DC Comprehensive Assessment System (the “DC CAS”), the school did not meet its two academic expectations regarding reading and math proficiency. This is troubling, given one aspect of the school’s mission is to implement a high performing day school enabling students to achieve academic success,² and because the school committed in its charter agreement to “implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any District-wide assessments.”³

In its tenth year of operation, M.M. Bethune PCS remains unaccredited – a violation of its charter agreement, in which the school committed to initiate the accreditation process within 45 days of opening, and to attain accreditation no later than in its fifth year of operation.⁴ Yet, per PCSB’s accreditation policy, the school must “obtain accreditation within five years from the fall 2010.”⁵ During the course of this review, the school communicated to PCSB that it will be accredited by June 2015.⁶

Based on the above findings, the PCSB Board voted to continue the school’s charter, on the condition that it attain accreditation prior to the start of the 2015-16 school year. Moreover, PCSB will monitor M.M. Bethune PCS’s academic performance in the coming years. If its reading and math proficiency remains below the state average, PCSB will conduct another charter review of the school in school year 2016-17, as permitted by D.C. Code § 38-1802.12(a)(3).

Finally, M.M. Bethune PCS should note that it must meet all of its goals and academic expectations at its 15-year renewal to receive charter renewal. As such, the school should promptly either amend its charter to

¹ M.M. Bethune PCS submitted a document in response to this review report, attached to this report as Appendix A.

² See M.M. Bethune PCS charter agreement and application, attached to this report as Appendix P.

³ See Appendix A, p. 4, Section V(a).

⁴ See Appendix A, p. 6.

⁵ See PCSB Accreditation policy, attached to this report as Appendix O.

⁶ See M.M. Bethune PCS accreditation documentation, attached to this report as Appendix K.

remove the goals it did not historically pursue, or begin to collect evidence on them and report on their outcomes in its annual report.

CHARTER REVIEW STANDARD

The SRA provides that PCSB “shall review [a school’s] charter at least once every [five] years.”⁷ As part of this review, PCSB must determine whether:

- (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; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁸

If PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and academic expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school’s charter. Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school’s charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

SCHOOL BACKGROUND

M.M. Bethune PCS began operation in 2004 under authorization from the District of Columbia Board of Education (“DC BOE”) to serve students in pre-kindergarten through eighth grade.⁹ In 2008, after the passage of the Public Education Reform Amendment Act dissolved the DC BOE, PCSB became the authorizer of the school. M.M. Bethune PCS’s mission is “to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.”¹⁰

The school offers a dual-language Spanish/English program for students in pre-kindergarten through second grade in which students receive half of their instruction in Spanish. Starting in third grade, students participate in a daily Spanish class.¹¹ In addition to academic instruction in traditional subjects,

⁷ D.C. Code § 38-1802.12(a)(3).

⁸ D.C. Code § 38-1802.12(c).

⁹ See Appendix A.

¹⁰ See M.M. Bethune PCS Annual Report, 2012-2013, attached to this report as Appendix B.

¹¹ See Appendix B.

M.M. Bethune PCS offers all students classes in art and music, and teaches Latin to students starting in fifth grade.

In addition to the school’s goal attainment, PCSB also assesses its performance on the Performance Management Framework (“PMF”), as it does with all public charter schools. In the annual PMF reports, PCSB separately evaluates two grade bands at the M.M. Bethune PCS campus: (1) pre-kindergarten-3 through second grade, collectively referred to as the “early childhood program,” and (2) third through eighth grade, collectively referred to as its “elementary and middle school.” The school’s overall performance data on the PMFs – which assesses many indicators beyond reading and math proficiency, including academic growth, attendance, and re-enrollment – are summarized in the table below. The school’s elementary/middle PMF score has increased each year since 2010-11. It has met all early childhood targets over the past two years.

Grade Levels	2013-14 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
PK3 – 2	193	Met 7 of 9 targets	Met 5 of 8 targets	Met 7 of 7 targets	Met 8 of 8 targets

Grade Levels	2013-14 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
3 – 8	180	40.8% Tier 2	42.6% Tier 2	51.0% Tier 2	55.3% Tier 2

Previous Charter Review

While M.M. Bethune PCS’s fifth year in operation was 2008-09, the school was not reviewed until the school’s eighth year in operation. This delay was due to the school transitioning from the authorization of the DC BOE to PCSB. In January 2012, PCSB conducted the school’s first charter review, and the PCSB Board granted charter continuance to M.M. Bethune PCS based on the review standard in place at that time.¹²

In its review analysis, PCSB staff noted the school’s decline in reading and math proficiency from the 2009-10 to 2010-11 school year. Yet, it was noted that PCSB reviewers conducting a performance development review of the school found that M.M. Bethune “had made demonstrable strides in upgrading its instructional program,” and noted that mission-related activities were visibly implemented in classrooms. At the same time, PCSB staff found “a need to add rigor and the identification of clear

¹² See letter from Mr. Brian Jones, PCSB Board Chair, to Ms. Valerie Smith, M.M. Bethune PCS board chair, dated January 25, 2012, attached to this report as appendix C. In this review, PCSB did not assess whether the school met its goals and academic achievement expectations as detailed in its charter.

desired outcomes for Spanish and Latin [language acquisition].”¹³ It was also noted in the review that the school was pursuing accreditation and expected to earn accreditation in spring 2012.¹⁴

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic expectations at least once every five years. In its review assessments, PCSB only analyzes goals and academic expectations that were included in a school’s charter, charter agreement, or accountability plans that were originally included in a school’s charter application and periodically updated and approved by the PCSB Board (collectively, the “Charter”). For goals and expectations that were not consistently pursued over the course of the school’s Charter, or were not historically measured by the school, it is noted in this report that they were “not historically measured.”

The goals in the following table are from M.M. Bethune’s charter application, the accountability plan included in that application, its 2007-12 accountability plan, and its early childhood accountability plans for the 2010-11, 2011-12, and 2012-13 school years.¹⁵ PCSB has determined that, of the 14 goals and academic expectations consistently pursued by the school and measured by PCSB, M.M. Bethune PCS met five goals, substantially met two goals, partially met four goals, and did not meet three goals. The chart below summarizes PCSB’S determinations of whether the school met its goals and academic expectations. These determinations are further detailed in the body of this report.

	Goal or Academic Expectation	Met?
1	10% of students participating in MMBAPCS Spanish Immersion Program for 3 years will speak and read in Spanish at a proficient range. ¹⁶	No (Insufficient Evidence)
2	Students in grades 3-8 will achieve proficiency rates at or above the state average in math on the DC CAS. ¹⁷	No

¹³ See M.M. Bethune PCS Charter Review Analysis, p. 1, attached to this report as Appendix D.

¹⁴ See Appendix D.

¹⁵ See Appendix A; M.M Bethune PCS 2007-12 accountability plan, attached to this report as Appendix E; M.M. Bethune PCS early childhood accountability plans, attached to this report as Appendix F.

¹⁶ The school included in its charter application the following goal: “Begin a foreign language study in pre-kindergarten and continue the study for the duration of the years.” An accountability plan included in the application added that the target related to this goal was that “report cards will include grades for foreign language classes.” In the school’s 2007-12 accountability plan, this goal was updated to “students in grade two participating in the part-day Spanish language immersion program will demonstrate proficiency. The accompanying annual target to this goal is “X% of students participating in [the school’s] Spanish Immersion Program for 3 years will speak and reading Spanish at a proficient range.” Given that the target was not specified in the accountability plan, for purposes of this review, PCSB and the school agreed to a target of 10% proficiency.

¹⁷ The school included in its charter application the following goal: “Achieve proficiency on reading and math on District mandated (SAT-9) tests. The accountability plan included in the application that the target related to this goal was that “disaggregated student data will show 30% of students as ‘proficient.’” In the school’s 2007-12 accountability plan, this goal was updated to “Students in grades K-8th will demonstrate competence in reading/math as evidenced by DC-CAS scores, with a five-year target that “50% of students will score ‘proficient’ or above in statewide assessments.”

	Goal or Academic Expectation	Met?
3	Students in grades 3-8 will achieve proficiency rates at or above the state average in reading on the DC CAS. ¹⁷	No
4	Students in grades 3-8 will achieve a median growth percentile (“MGP”) at or above 50 in reading on the DC CAS. ¹⁸	Substantially
5	Students in grades 3-8 will achieve a median growth percentile (“MGP”) at or above 50 in math on the DC-CAS. ¹⁹	Substantially
6	Continue faculty intellectual and professional development and to pursue further education in a primary academic discipline. ²⁰	Yes
7	Students will meet or exceed the DC charter sector average in in-seat attendance. ²¹	Yes
8	70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring “pass” by the spring administration on the Learning Accomplishment Profile Diagnostic assessment. ²²	Yes
9	65% of all K-2 students will demonstrate “average” or “above average” growth in reading as evidenced by comparative from the Fall to Spring administration of the Discovery Education Predictive Assessments.	Yes
10	65% of all K-2 students will demonstrate “average” or “above average” growth in math as evidenced by comparative from the Fall to Spring administration of the Discovery Education Predictive Assessments.	Partially
11	60% of 1st and 2nd grade students will score at or above proficiency on the MAT-8 in reading.	Partially
12	60% of 1st and 2nd grade students will score at or above proficiency on the MAT-8 in math.	Partially

¹⁸ In the school’s application, the target associated with student growth was that “all students will improve their scores by 3 percentage points each year.” In the school’s 2007-12 accountability plan, this was updated to “students in grades K-8th who are enrolled in MM Bethune for two or more consecutive years will demonstrate improvement in reading.” In this review, PCSB analyzed the student’s median growth percentile, which is the current method employed across DC schools to measure students’ academic growth.

¹⁹ In the school’s application, the target associated with student growth was that “all students will improve their scores by 3 percentage points each year.” In this review, PCSB analyzed the student’s median growth percentile, which is the metric used across DC schools to measure students’ academic growth.

²⁰ Goal sourced from the school’s charter application.

²¹ The school’s charter application included the following “Student attendance will be maintained at a 90% level or better as measured by average daily attendance.” In the school’s 2007-12 accountability plan, this was updated to “students will attend school regularly,” with a target of meeting or exceeding 92% attendance. In this review, PCSB analyzed the school’s in-seat attendance rate, which is the metric used throughout DC schools to measure attendance.

²² Goals eight through twelve in this report are sourced from the school’s early childhood accountability plans, which were first executed in 2010-11, and update on an annual basis through 2012-13. The school’s performance on the early childhood PMF (first introduced in 2013-14) was also analyzed for this review.

	Goal or Academic Expectation	Met?
13	Students will internalize the values of personal responsibility, individual freedom, and respect for others. ²³	Partially
14	Parents/guardians will express school satisfaction. ²⁴	Yes
15	Foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment. ²⁵	
16	Inspire in students a lifelong love of learning and a desire for self-development.	
17	Create a community of peers who value scholarship, academic achievement and creativity.	
18	Have high expectations for performance in all curriculum areas.	Not Historically Measured
19	Reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.	
20	Provide a rigorous academic curriculum that promotes high levels of student academic achievement with emphasis on foreign language acquisition, art and music.	

1. 10% of students participating in MMBAPCS Spanish Immersion Program for three years will speak and read in Spanish at a proficient range.

Assessment: **M.M. Bethune PCS did not meet this goal because there is insufficient evidence upon which to assess it.** As evidence in support of this goal, M.M. Bethune PCS submitted a list of student grades from an assessment administered to 18 second-grade students in June 2014²⁶ but not for previous years. While the document indicated 11 of 18 students were “proficient”, it is not clear how student proficiency was measured or assessed. The submitted document does not provide sufficient evidence for purposes of this review of the rate of students who speak and read in Spanish at a proficient range after three years of study at M.M. Bethune.

Qualitative Evidence

As part of the review process, in September 2014, PCSB conducted a Qualitative Site Review (“QSR”) of M.M. Bethune PCS. The review report included the following description of the school’s Spanish programming and goal attainment.

²³ Goal sourced from the school’s charter application.

²⁴ The school’s charter application included the following goal: “To develop with parents and students, a cooperative partnership based on mutual respect and objectivity.” In the school’s 2007-12 accountability plan, this was updated to “Parents/guardians will express school satisfaction.”

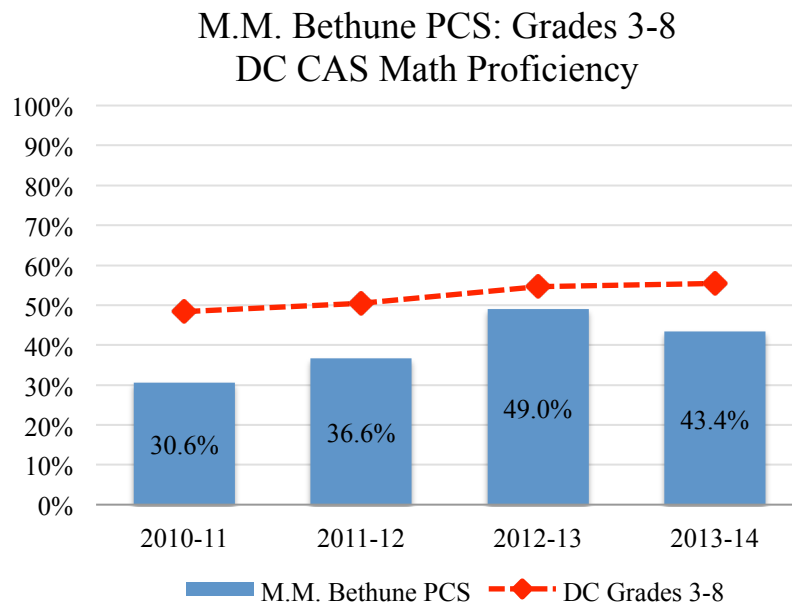
²⁵ All goals that have not been historically measured are sourced from the school’s charter application.

²⁶ See Spanish assessment submitted by M.M. Bethune PCS, attached to this report as Appendix G.

While the team was not able to assess whether or not 10% of the population was able to speak and read after three years of being at the school (kindergarten), the team confirms that half of the day is taught in Spanish for students in grades PK-2nd grade. The Spanish instruction focused on language development. Students were able to follow along and translate materials in Spanish and some assignments involved students writing in Spanish, as evidenced by work posted on the walls. Based on the observations, students appeared to have basic levels of comprehension in Spanish, but there was no synthesis or application of information.²⁷

2. Students in grades 3-8 will achieve proficiency rates at or above the state average in math on the DC-CAS.

Assessment: **M.M. Bethune PCS did not meet this goal.** The school's math proficiency rates have been below the state average over the past four years. While proficiency increased from 2010-11 to 2012-13, it decreased in 2013-14.



Special Education Math Proficiency

As of April 2014, 11.3% of the school's students (42 out of 373) were identified as students with disabilities ("SWD") requiring special education services. This is comparable to the overall charter sector rate of 12%. As context, the following table compares the proportion of the school's SWD population at each special education service level to that of the charter sector as a whole.

²⁷ See M.M. Bethune PCS Qualitative Site Review, attached to this report as Appendix H.

	Total SWD Rate	Breakdown of total SWD students by Level of Need			
		Level 1	Level 2	Level 3	Level 4
M.M. Bethune PCS	11.3% (42 of 373 students)	11.9% (5 students)	69.0% (29 students)	14.3% (6 students)	4.8% (2 students)
Charter Sector Average	12.3%	32.1%	32.3%	14.5%	21.2%

M.M. Bethune PCS's SWD math proficiency rate has been above the state average in two of the past four years.

Math Proficiency Among Students with Disabilities				
	2010-11	2011-12	2012-13	2013-14
M.M. Bethune PCS	30.8% (8 out of 26 students)	11.1% (3 out of 27 students)	27.8% (10 out of 36 students)	16.2% (6 out of 37 students)
State SWD Average (Grades 3-8)	21.1%	20.3%	25.4%	28.8%

Qualitative Evidence

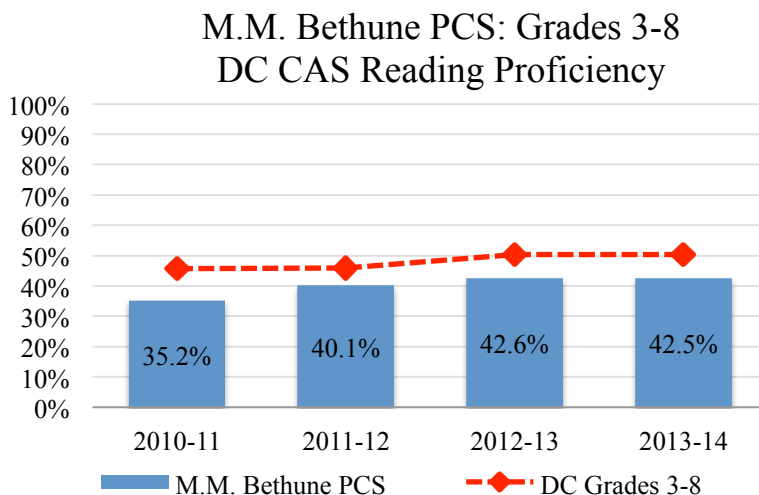
PCSB reviewers observed the following regarding the school's math programming.

While overall only 54% of the observations were scored as proficient in instructional delivery - and none as distinguished, observers saw mathematical skills such as exponents, place value, order of operations, addition, subtraction, multiplication, and long division. Students were engaged in most of the math classrooms. In one observation, students seemed challenged as they tackled the Do Now. In some classes, students were learning how to identify key words in word problems to identify what operation to use to solve the problem. However most of the math instruction observed was focused on computational skills, rather than conceptual understanding or problem solving. In one of the math classrooms, the teacher conferred with another teacher to ensure that she was teaching long division accurately and still made errors.²⁸

3. Students in grades 3-8 will achieve proficiency rates at or above the state average in reading on the DC-CAS.

²⁸ See Appendix H, p. 4.

Assessment: **M.M. Bethune PCS did not meet this goal.** The school's reading proficiency rates have been below the state average over the past four years. Additionally, the school's reading proficiency rate of students with disabilities has been below the state average over the past three years.



SWD Reading Proficiency

M.M. Bethune PCS' SWD reading proficiency rate has been below the state average over the past three years.

Reading Proficiency Among Students with Disabilities				
	2010-11	2011-12	2012-13	2013-14
M.M. Bethune PCS	19.2% (5 of 26 students)	7.4% (2 of 27 students)	8.3% (3 of 36 students)	14.3% (3 of 21 students)
State SWD Average (Grades 3-8)	17.5%	17.1%	20.2%	20.5%

Qualitative Evidence

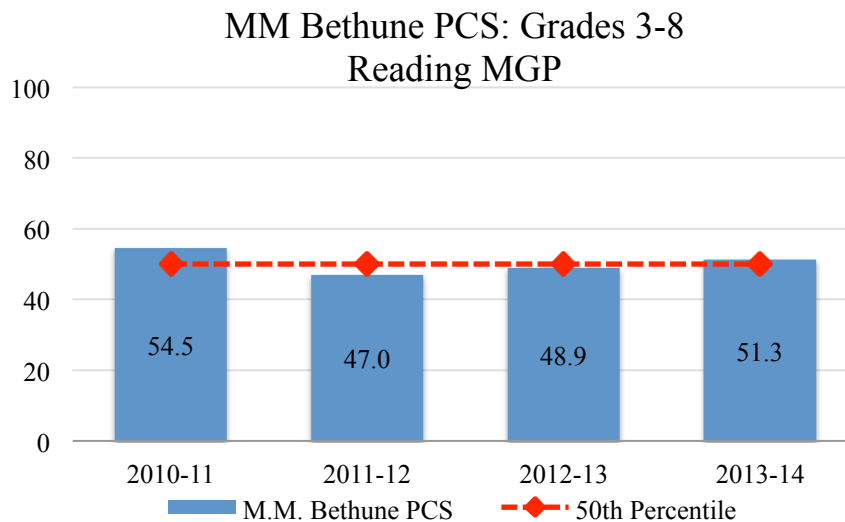
During the September 2014 QSR, PCSB reviewers observed the following regarding the school's reading programming.

While overall only 54% of the teachers scored “proficient” in instructional delivery—and none distinguished, observers saw several examples of differentiation in the reading classes. The teachers used small group instruction and worked one on one with students. There were many read-alouds observed and, in one instance, the students had the opportunity to ask thought-provoking questions about what they had heard. In other reading classes, students were taught pre-reading strategies, how to make inferences and identify text features. Teachers focused on teaching key

vocabulary and students worked on their sight words and short vowel sounds in other classrooms.²⁹

4. Students in grades 3-8 will achieve a median growth percentile (“MGP”) at or above 50% in reading on the DC-CAS.

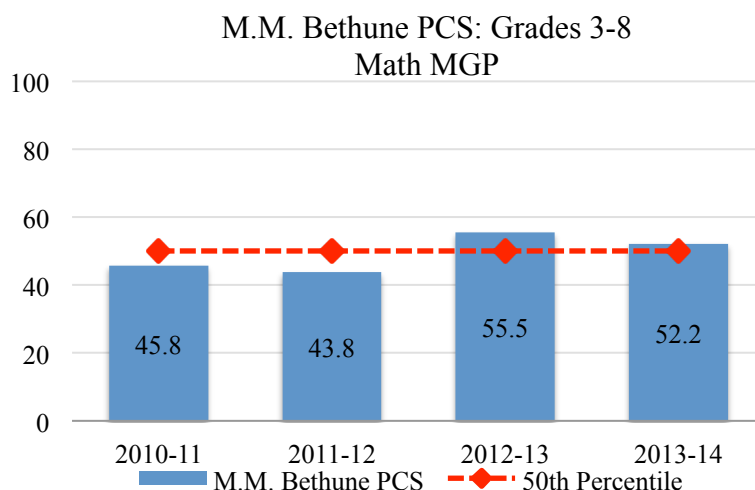
Assessment: **M.M. Bethune PCS substantially met this goal.** The school was within 3.0 percentage points of the goal in 2011-12, 1.1 percentage points from the goal in 2012-13, and exceeded the goal in 2010-11 and 2013-14. The school’s MGP indicates that the school’s students are growing at or near the same rate of other DC students in the same grades and with the same initial DC CAS performance.



5. Students in grades 3-8 will achieve a median growth percentile ("MGP") at or above 50% in math on the DC-CAS.

Assessment: **M.M. Bethune PCS substantially met this goal.** The school was within 4.2 and 6.2 percentile points of the 50th percentile in 2010-11 and 2011-12, respectively, and exceeded the 50th percentile in 2012-13 and 2013-14. The school’s MGP indicates that the school’s students are growing at or near the same rate of other DC students in the same grades and with the same initial DC CAS performance.

²⁹ See Appendix H, p. 4.



6. Continue faculty intellectual and professional development and to pursue further education in a primary academic discipline.

Assessment: M.M. Bethune PCS met this goal. Teachers participate in extensive professional development and are encouraged to improve their teaching skills.

In addition to school-wide professional development, educators participate in individualized opportunities, trainings and workshops. According to M.M. Bethune PCS’s employee handbook, all teachers are expected to keep their professional training and knowledge current through ongoing courses and workshops in education.³⁰ At a minimum, the school requires all teachers to participate in at least three hours of professional development each year.³¹ As part of its charter review, M.M. Bethune PCS submitted Professional Development Accountability Forms for its staff members for the 2010-11 and 2011-12 school years. These forms detail all professional development activities in which staff members participated, including external trainings from organizations such as OSSE, the Flamboyant Foundation, and the Corcoran Gallery of Art, among others.³²

During the 2012-13 school year, the school launched a partnership with the Achievement Network.³³ Through this, the school participates in four school-wide data meetings each year to analyze student progress and learn strategies to improve academic performance.³⁴

M.M. Bethune PCS’s professional development calendar for the 2013-14 school year offered staff members many opportunities to acquire new knowledge and skills.³⁵ The school hosted a six-day “Summer Institute” in August 2013 to prepare staff for the new academic year. Among other topics, the institute included training on effective teaching practices, lesson planning, academic standards, and the

³⁰ See M.M. Bethune PCS professional development documents, attached to this report as Appendix I.

³¹ See Appendix I.

³² See Appendix I.

³³ See 2013-2014 Annual Report, page 12, attached to this document as Appendix J.

³⁴ See Appendix I.

³⁵ See Appendix J.

school's positive behavior support plans. According to the school's professional development calendar, M.M. Bethune PCS convened weekly meetings for middle-school teachers in 2013-14 to foster collaboration and professional learning. It also held frequent sessions for elementary school teachers throughout the year, largely focused on improving instructional design and delivery.

Also in the 2013-14 school year, teachers participated in external professional development activities:

- A teacher was selected as a "Learn Zillion Educator" - joining a cohort of 280 teachers, out of 3000 teachers who applied;
- Two teachers were accepted in the Leading Educators Program, a leadership program for teachers; and
- Three teachers presented at the National Farm to Cafeteria Conference.³⁶

7. Students will meet or exceed the DC charter sector average in in-seat attendance.

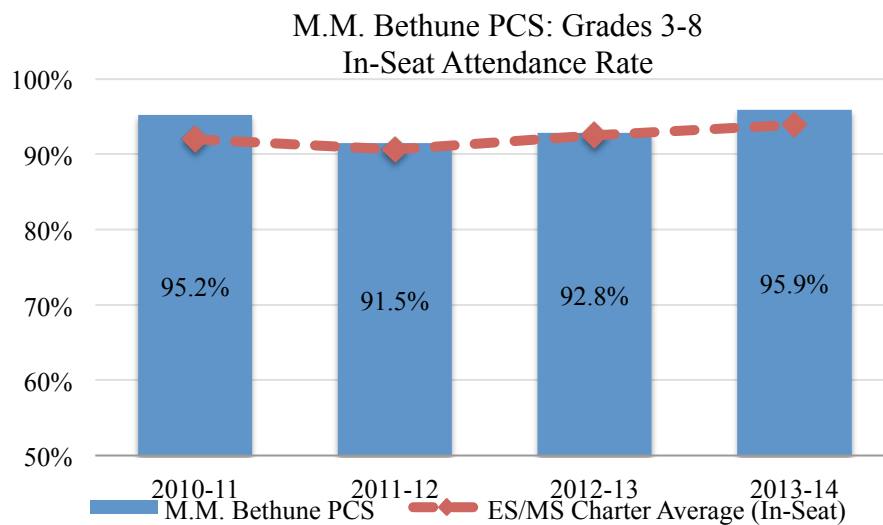
Assessment: **M.M. Bethune PCS met this goal.** It has met all early childhood attendance targets, and its in-seat attendance rate has been at the charter sector average over the past four years.

PK Attendance Targets		
Year	Target	Target Met? ³⁷
2010-11	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.	Yes (The average daily attendance was 99%.)
2011-12	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.	Yes (The average daily attendance was 99.9%.)
2012-13	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes (The average daily attendance was 98.7%.)
2013-14	The in-seat attendance rate of pre-kindergarten-3 and -4 students will exceed the charter sector average.	Yes (The in-seat attendance was 93.6%, above the sector average of 81.4%.)
K-2 Attendance Targets		
Year	Target	Target Met?
2010-11	On average, kindergarten-3 through second-grade students will attend school 92% of the days.	Yes (The average daily

³⁶ See Appendix J, p. 16.

³⁷ The school's 2010-11 early childhood data is included in this report as it was published in 2011 – all data is rounded to the nearest whole number.

		attendance was 98%.)
2011-12	On average, kindergarten-3 through second-grade students will attend school 92% of the days.	Yes (The average daily attendance was 97.5%.)
2012-13	On average, kindergarten-3 through second-grade students will attend school 92% of the days.	Yes (The average daily attendance was 98.2%.)
2013-14	The in-seat attendance rate of kindergarten through second-grade students will exceed the charter sector average.	Yes (The in-seat attendance was 92.9%, above the sector average of 83.2%.)



8. 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring “pass” by the spring administration on the Learning Accomplishment Profile Diagnostic (“LAP-D”) assessment.

Assessment: **M.M. Bethune PCS met this goal.** The school exceeded this goal in each of the past four years.

Pre-Kindergarten Literacy Growth Targets		
Year	Target	Target Met?

2010-11	70% of pre-kindergarten-3 students will score at or above the expected level for growth and development in cognitive, language, socialization, fine motor, and gross motor domains on the Learning Accomplishment Profile – Diagnostic Edition (“LAP-D”) assessment.	Yes (97% scored at or above expected level of growth.)
2010-11	70% of pre-kindergarten-4 students will score at or above the expected level for growth and development in cognitive, language, socialization, fine motor, and gross motor domains on the LAP-D assessment.	Yes (94% scored at or above expected level of growth.)
2011-12	70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring “pass” by the spring administration on the LAP-D assessment.	Yes (90.0% of students demonstrated growth.)
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the LAP-D assessment.	Yes (91.0% of students met this goal.)
2013-14	70% of pre-kindergarten-3 and -4 students will meet or exceed average growth goal in literacy on the LAP-D assessment.	Yes (89.4% of students met this target.)

Qualitative Evidence

In September 2014, PCSB reviewers conducting a QSR observed the following related to this goal.

While overall only 54% of the teachers scored “proficient” in instructional delivery—and none distinguished, observers saw the PK classes used a literacy-based, thematic approach. The current theme, sharing, was integrated with the development of creative movement, early literacy, and other readiness skills. Students participated in a read-aloud, reading independently, distinguishing letters and numbers, sorting by colors and shapes, singing the alphabet song, using templates to form letters, and using blocks for building a tower. According to the white board displays in classrooms, students focus their study on a letter of the week and a number of the week.³⁸

9. 65% of all K-2 students will demonstrate “average” or “above average” growth in reading as evidenced by comparative from the Fall to Spring administration of the Discovery Education Predictive Assessments.

³⁸ See Appendix H, p. 6.

Assessment: **M.M. Bethune PCS met this goal.** Over 65.0% of kindergarten through second grade students made average or above average growth over the past four years.

K-2 Literacy Growth Targets		
Year	Target	Target Met?
2010-11	65% of kindergarten through second-grade students will demonstrate average or above average growth from the fall administration to the spring administration in reading on the Discovery Education Predictive Assessment.	Yes (81% of students demonstrated average or above average growth)
2011-12	65% of kindergarten through second grade students will demonstrate average or above average growth in reading by the spring administration on the Discovery Education Predictive Assessment.	Yes (85.2% of students demonstrated growth.)
2012-13	60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.	Yes (66.0% of students met this target.)
2013-14	65% of kindergarten through second grade students achieving one year of growth or score proficient on the Discovery Education Predictive Assessment.	Yes (66.7% of students met this target.)

10. 65% of all K-2 students will demonstrate “average” or “above average” growth in math as evidenced by comparative from the Fall to Spring administration of the Discovery Education Predictive Assessments.

Assessment: **M.M. Bethune PCS partially met this goal.** The school met the goal in 2010-11 and 2011-12, but not in 2013-14. The school’s 2012-13 Early Childhood Accountability Plan did not include a math growth target for kindergarten through second grade students.

K-2 Math Growth Targets		
Year	Target	Target Met?
2010-11	65% of kindergarten through second-grade students will demonstrate average or above average growth from the fall administration to the spring administration in mathematics on the Discovery Education predictive Assessment.	Yes (89% of students demonstrated average or above average growth.)
2011-12	65% of kindergarten through second grade students will demonstrate average or above average growth in	Yes (82.4% of students

	math by the spring administration on the Discovery Education Predictive Assessment.	demonstrated growth.)
2013-14	65% of kindergarten through second grade students will achieve one year of growth or score proficient in math on the Discovery Education Predictive Assessment.	No (61.0% of students met this target.)

11. 60% of 1st and 2nd grade students will score at or above proficiency on the MAT-8 in reading.

Assessment: **M.M. Bethune PCS partially met this goal.** Over 60% of first and second grade students tested proficient on the MAT-8 (or the Discovery Education Predictive Assessment, administered in 2013-14) in two of the past four years.³⁹ Kindergarten students are included in these rates in 2012-13 and 2013-14.

K-2 Literacy Achievement Targets		
Year	Target	Target Met?
2010-11	60% of first and second-grade students will score at or above proficiency in reading on the Metropolitan Achievement Test ("MAT-8").	No 49% of students scored at or above proficiency.
2011-12	60% of first and second-grade students will score proficient in reading on the MAT-8.	No (34.9% of students scored proficient.)
2012-13	60% of kindergarten through second-grade students will score a stanine four or higher in reading on the MAT-8.	Yes (90.0% of students met this target.)
2013-14	60% of kindergarten through second grade students will achieve one year of growth or score proficient on the Discovery Education Predictive Assessment.	Yes (66.7% of students met this target.)

³⁹ The school administered the Discovery assessment in 2013-14 after being notified by the company that published MAT-8 that the MAT-8 assessment would not be available in the 2013-14 school year.

12. 60% of 1st and 2nd grade students will score at or above proficiency on the MAT-8 in math.

Assessment: **M.M. Bethune PCS partially met this goal.** Over 60% of first and second grade students tested proficient on the MAT-8 (or the Discovery Education Predictive Assessment, administered in 2013-14) in two of the past four years. Kindergarten students are included in these rates in 2012-13 and 2013-14.

K-2 Math Achievement Targets		
Year	Target	Target Met?
2010-11	60% of first- and second-grade students will score at or above proficiency in mathematics on the MAT-8.	No (37% of students scored at or above proficiency.)
2011-12	60% of first and second-grade students will score proficient in math on the MAT-8.	No (32.6% of students met this goal.)
2012-13	60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the MAT-8.	Yes (89.0% of students met this target.)
2013-14	60% of kindergarten through second grade students will achieve one year of growth or score proficient in math on the Discovery Education Predictive Assessment.	Yes (61.0% of students met this target.)

13. Students will internalize the values of personal responsibility, individual freedom, and respect for others.

Assessment: **M.M. Bethune PCS partially met this goal.** While the results of the school's parent surveys and qualitative evidence support the school meeting this goal, its suspension and expulsion rates have been above the charter sector average multiple times since PCSB began collecting these data in the 2010-11 school year.

Discipline Rates

M.M. Bethune PCS's suspension rate has been above the sector average over the past three years, although it has not issued any long-term suspensions in that time and in the most recent year, the number of students with an out-of-school suspension decreased by approximately 40%. The school's expulsion rate was above the charter sector average in 2011-12 and 2012-13, but it did not expel any students in 2013-14.

M.M. Bethune PCS Out-of-School Suspensions				
	2010-11	2011-12	2012-13	2013-14
M.M. Bethune PCS	8.1% (23 students)	15.0% (48 students)	19.4% (71 students)	12.9% (48 students)

PK-8 Charter Sector Rate	9.8%	11.8%	13.7%	11.8
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Long-Term Suspensions (11+ Days⁴⁰)				
	2010-11	2011-12	2012-13	2013-14
M.M. Bethune PCS	None	None	None	None
PK-8 Charter Sector Rate	0.1%	0.9%	0.2%	0.1%

Expulsions				
	2010-11	2011-12	2012-13	2013-14
M.M. Bethune PCS	0.4% (1 student)	0.6% (2 students)	0.8% (3 students)	None
PK-8 Charter Sector Rate	0.3%	0.2%	0.3%	0.5%

Parent Survey Findings

M.M. Bethune PCS conducted a school climate survey among parents in the 2013-14 school year, which included a question about the degree of respect that parents perceived between students and teachers. 44 parents (roughly 11%) responded to the survey; 373 students were enrolled in 2013-14.

Among this small group of respondents, 72% of parents agreed or strongly agreed with the following statement: “Students at my child’s school respect their teachers.”

M.M. Bethune PCS Parent Survey on School Climate: 2013-14 “Students at my child’s school respect their teachers.”						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don’t Know
% of parents	30%	43%	16%	7%	2%	2%
Number of parents	13	19	7	3	1	1

Qualitative Evidence

In September 2014, PCSB reviewers conducting a QSR observed the following regarding this goal.

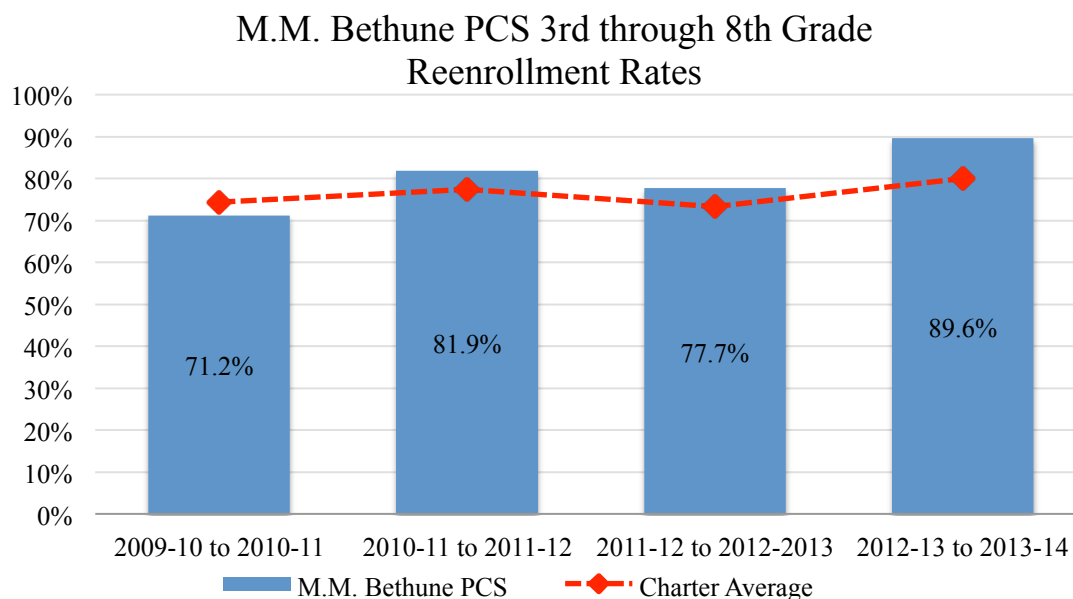
The QSR team scored 71% of the teachers scored as proficient in creating a culture of respect and rapport, observers saw many classrooms in which students were respectful to one another and the teachers. Many classrooms had “essential agreements” posted. In some classrooms these essential agreements had been signed by students. The QSR team saw evidence of the MM Bethune Checkbook implemented in some classrooms.⁴¹

⁴⁰ In 2012-13 and 2013-14, PCSB defined long-term suspension as 11 or more consecutive days.

⁴¹ See Appendix H, p. 7.

14. Parents/guardians will express school satisfaction.

Assessment: **M.M. Bethune PCS met this goal.** The school has been at or above the charter average from 2010-11 to 2011-12. Its reenrollment rate increased by 11.9 percentage points from 2012-13 to 2013-14. The school also met its early childhood target related to parent satisfaction in two of the past three years.



M.M. Bethune PCS met its early childhood target related to parent satisfaction in two of the past three years.

Early Childhood Parent Satisfaction Targets		
Year	Target	Target Met? ⁴²
2010-11	80% of parents of pre-kindergarten-3 through third-grade children will report being “Satisfied” or “Highly Satisfied” with the school on the end-of-year Parent Satisfaction Survey.	Yes (95% of parents surveyed reported satisfied or highly satisfied.)
2011-12	90% of parents surveyed will report “satisfied” or “highly satisfied” with the school on the end of year parent survey.	No (81.3% of parents surveyed reported being satisfied or highly satisfied.)

⁴² The n-size of parents responding to the satisfaction survey in 2010-11, 2011-12, and 2012-13 was not detailed in the school’s record.

2012-13	60% of parents of pre-kindergarten-3 through second-grade students will show satisfaction with (1) school climate, and (2) instruction/learning.	Yes (91.0% of parents showed satisfaction with (1) school climate, and (2) instruction/learning.)
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15. Foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment.

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

16. Inspire in students a lifelong love of learning and a desire for self-development.

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

17. Create a community of peers who value scholarship, academic achievement and creativity.

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

18. Have high expectations for performance in all curriculum areas.

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

19. Reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.

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

20. Provide a rigorous academic curriculum that promotes high levels of student academic achievement with emphasis on foreign language acquisition, art and music.

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

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine 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.”⁴³ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school’s compliance record.

Compliance Item	Description	School’s Compliance Status 2010-11 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2010-11
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁴⁴ and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	<p>The SRA requires DC charter schools to maintain the health and safety of its students.⁴⁵ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools:</p> <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2010-11

⁴³ D.C. Code § 38.1802.12(c).

⁴⁴ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁴⁵ D.C. Code § 38.1802.04 (c)(4)(A).

Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2010-11
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA") 20 U.S.C. § 6301 <i>et seq.</i>	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2010-11
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2010-11
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Noncompliant. The school is currently undergoing review by the American Academy for Liberal Education and anticipates full accreditation by June 2015. ⁴⁶

DC-CAS Test Administration Compliance

In 2010-11, OSSE found that M.M. Bethune PCS had committed "minor" test administration errors. Test security files had been deleted, and there was not a protocol in place as to which staff members had access to the secured test storage location. In addition, several teachers had not received DC CAS test administration training, and were not familiar with the process to report test-related concerns. In 2011-12, OSSE found "moderate" test administration violations in one classroom, based on extraordinary academic growth (84 math MGP), low variance of scores among students, and a significant number of wrong-to-right erasures. No such finding has been made since that time.

⁴⁶ See December 23, 2014 letter from Ms. Linda McKay, M.M. Bethune PCS Executive Director to Ms. Mary Ann A. Powers, Executive Director of The American Academy of Liberal Education, attached to this report as Appendix K.

Procurement Contracts

The SRA requires DC charter schools to utilize 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 PCSB all bids received, the contractor selected, and the rationale for which contractor was selected.⁴⁷ To ensure compliance with this law, PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed. The following table details the school’s compliance with this requirement.

Year	Qualifying contracts executed by M.M. Bethune PCS	Corresponding documentation submitted to PCSB
2010-11	1	0
2011-12	2	2
2012-13	0	0
2013-14	1	1

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act⁴⁸ (“IDEA”) and the Rehabilitation Act of 1973.⁴⁹ The following section summarizes M.M. Bethune PCS’s special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (which are also called Special Conditions Reports). OSSE’s findings of M.M. Bethune PCS’s special education compliance are summarized below.

Annual Determinations

As required by IDEA’s implementing regulations, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.⁵⁰ Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2012 Annual Determination reports, which include determination scores and levels for the 2011-12 school year. M.M. Bethune PCS’s Annual Determination compliance performance is detailed in the table below.⁵¹

⁴⁷ See D.C. Code §38-1802.04(c)(1).

⁴⁸ 20 U.S.C. §§1400 *et seq.*

⁴⁹ 29 U.S.C. §§701 *et seq.*

⁵⁰ As required by federal regulation 34 C.F.R. § 300.600(c).

⁵¹ See M.M. Bethune PCS 2010, 2011, and 2012 annual determination reports, attached to this report as Appendix L.

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	90%	Meets Requirements
2011	85%	Meets Requirements
2012	81%	Meets Requirements

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. If a school is less than 100% compliant with a student-level and/or LEA-level indicator, it must implement corrections and report these corrections to OSSE.⁵² In 2013, OSSE published an on-site Compliance Monitoring Report of M.M. Bethune PCS based on the school's performance in the 2012-13 school year.⁵³ The school was required to implement corrections as indicated in the following table. OSSE has since verified that M.M. Bethune PCS has implemented corrections for all identified student- and LEA-level findings.

Student-Level Compliance	
Compliance Area	Number of indicators where corrections were required
Initial Evaluations and Reevaluations	7 out of 8
Individualized Education Program	13 out of 17
Least Restrictive Environment	2 out of 2
Total indicators where corrections were required	21 out of 27

LEA-Level Compliance	
Compliance Area	Number of indicators where corrections were required
Extended School Year	0 out of 1
Least Restrictive Environment	0 out of 1
Fiscal	2 out of 21
Data	0 out of 2
Dispute Resolution	0 out of 2
NIMAS ⁵⁴	0 out of 1
Individualized Education Program	0 out of 1
Total indicators where corrections were required	2 out of 29

⁵² If OSSE finds that the school is less than 100% compliant with a student-level indicator that was impossible for the school to cure retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

⁵³ See 2012-2013 On-Site Monitoring Report Attachments, attached to this report as Appendix M.

⁵⁴ National Instructional Materials Accessibility Standard.

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE's DC Corrective Action Tracking System Database ("DCCATS"), M.M. Bethune PCS was found to be noncompliant for Initial Evaluation Timelines during the spans of July 1 to September 30, 2012, and January 1 to March 31, 2013. According to OSSE, the LEA has since corrected this issue of noncompliance.⁵⁵

M.M. Bethune PCS also was found to be noncompliant for Reevaluation Timelines during the span of January 1, 2013 to September 30, 2013. According to OSSE, the LEA has since corrected this issue of noncompliance.⁵⁶

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements ("SAs").

As of the time of this report's publication, the Blackman Jones Database shows M.M. Bethune PCS has no HODs or SAs.

⁵⁵ See Quarterly Findings Summaries, attached to this report as Appendix N.

⁵⁶ See Quarterly Findings Summaries, attached to this report as Appendix N.

FISCAL ANALYSIS

INTRODUCTION

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁵⁷

As part of the charter review process, PCSB reviewed M.M. Bethune PCS's financial record regarding these areas.

SUMMARY OF FINDINGS

M.M. Bethune PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. M.M. Bethune PCS was identified as an average fiscal-performing school by PCSB in the 2013 Financial and Audit Review. Since 2011, the school's financial performance and internal controls have improved greatly, and its surpluses and reserves have grown substantially. The 2014 audited financial statements indicate that the school's operating margin was 15% for the year compared to 2% in 2011. Its net asset position increased to \$2.3MM in 2014 from \$0.2MM in 2011. While its net asset position is slightly lower than the average of schools of comparable size, its operating margins are higher than those of comparable size. Additionally, prior audit findings have been resolved, and FY2014 audit, the most recent audit available, did not reveal any findings. The school does not warrant any concerns for long-term economic viability or fiscal mismanagement based on the information currently available to PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of MM Bethune PCS's financial information over the past four fiscal years. Enrollment has grown 32% in the last four years to 373 students in school year 2013-14. As enrollment has grown, the school has strengthened its balance sheet with improvements every year in its cash and net assets positions.

⁵⁷ See D.C. Code § 38-1802.13(b).

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	283	327	366	373
Total DC Funding Allocation	\$ 3,969,585	\$ 5,125,204	\$ 5,539,336	\$ 6,372,167
Total Federal Entitlements and Funding	\$ 692,671	\$ 604,834	\$ 675,827	\$ 620,575
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ 312,226	\$ 1,184,195	\$ 1,264,677	\$ 2,144,533
Total Assets	\$ 802,275	\$ 1,442,318	\$ 1,881,496	\$ 2,922,287
Total Current Assets	\$ 712,090	\$ 1,373,134	\$ 1,536,958	\$ 2,360,453
Total Liabilities	\$ 629,324	\$ 599,590	\$ 606,040	\$ 580,510
Total Current Liabilities	\$ 629,324	\$ 559,590	\$ 606,040	\$ 580,510
Net Asset Position	\$ 172,951	\$ 842,728	\$ 1,275,456	\$ 2,341,777
Total Revenues	\$ 4,701,801	\$ 5,988,310	\$ 6,271,830	\$ 7,027,204
Total Expenses	\$ 4,612,304	\$ 5,318,533	\$ 5,683,552	\$ 5,960,883
Change in Net Assets	\$ 89,497	\$ 669,777	\$ 588,278	\$ 1,066,321

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past four years. While the school's spending has increased over the years, its spending levels as a portion of revenues has remained flat or decreased in several areas. This likely indicates that the school is achieving greater operational efficiency. The lower spending is also reflected in the higher operating margins. These margins reflect greater financial flexibility and support the school's long-term stability.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 3,434,644	\$ 3,968,071	\$ 4,268,660	\$ 4,574,476
Total Direct Student Costs	\$ 559,618	\$ 697,395	\$ 719,927	\$ 666,743
Total Occupancy Expenses	\$ 337,200	\$ 347,441	\$ 383,173	\$ 365,613
Total Office Expenses	\$ 129,330	\$ 163,313	\$ 149,572	\$ 123,273
Total General Expenses	\$ 151,512	\$ 142,313	\$ 162,220	\$ 230,778
Operating Surplus/(Deficit)	\$ 89,497	\$ 669,777	\$ 588,278	\$ 1,066,321
as a percent of revenue				
Total Personnel Salaries and Benefits	73%	66%	68%	65%
Total Direct Student Costs	12%	12%	11%	9%
Total Occupancy Expenses	7%	6%	6%	5%
Total Office Expenses	3%	3%	2%	2%
Total General Expenses	3%	2%	3%	3%
Operating Surplus/(Deficit)	2%	11%	9%	15%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of MM Bethune PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the school's financial statements over the past four years. However, in FY2010, and again in FY2011, the auditor found that there was no documentation confirming that invoices were reviewed and approved before funds were disbursed for payment.⁵⁸ The same finding was made in FY2011 regarding the school's control of federal grant funds – 14 of 51 invoices tested did not have documentation confirming review and approval.⁵⁹ These findings were lifted in FY2012 after the school corrected the issue.⁶⁰ The auditor made one other finding in FY2011, that the school had misidentified two students as being eligible for free meals through a federally funded program.⁶¹

	2011	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unqualified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unqualified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	3	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	1	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. The school has had unqualified audits with no material weaknesses or significant deficiencies between fiscal years 2010 and 2013.

ECONOMIC VIABILITY

The school is economically viable and it has improved most of its financial metrics in the last four years. Audited enrollment increased 32% from FY2011 to FY2014. Additionally, the growth in revenue has far outpaced the growth in expenses. Between 2013 and 2014, revenues grew 12% while expenses only grew 5%. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern are highlighted where applicable.

⁵⁸ See FY2011 Audit.

⁵⁹ See FY2011 Audit.

⁶⁰ See FY2012 Audit.

⁶¹ See FY2011 Audit.

Financial Performance

PCSB assesses a school's financial performance using two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results are positive. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")⁶², a financial performance measure of profitability. Based on these measures, **M.M. Bethune PCS has had consistently positive operating results, and therefore has shown strong financial performance in the last four years.**

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$ 89,497	\$ 669,777	\$ 588,278	\$ 1,066,321
Earnings Before Depreciation	< 0	\$ 122,563	\$ 694,344	\$ 648,580	\$ 1,147,066
Aggregated 3-Year Total Margin	< -1.5%	0.7%	6.2%	7.9%	12.1%

Liquidity

Liquidity refers to the school's ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability in the short-term. Two indicators of a school's liquidity are its current ratio⁶³ and its days of cash on hand.⁶⁴ The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet its obligations is in doubt. M.M. Bethune PCS's current ratio has grown steadily in the last four years from 1.1 to over 4 in FY2014. This high ratio is a strong indicator of the school's ability to meet its immediate financial obligations.

Days of cash on hand reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days or more of cash on hand is recommended. Less than 30 days of cash on hand is a liquidity concern. **M.M. Bethune PCS's cash on hand was a concern in FY2011, has been well above 30 days for the last three years, and climbed to a very strong 130 days in FY2014.** Additionally, the school has realized a positive cash flow from operations each of the last four years.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Current Ratio	< 0.5	1.13	2.45	2.54	4.07
Days of Cash On Hand	< 30	25	81	81	131
Cash Flow from Operations	< 0	\$ 286,018	\$ 879,172	\$ 412,638	\$ 1,181,397
Multi-Year Cumulative Cash Flow	< 0	\$ 218,262	\$ 1,119,728	\$ 952,451	\$ 960,338

⁶² EBAD is the change in net assets plus amortization and depreciation.

⁶³ A school's current ratio is its current assets divided by current liabilities.

⁶⁴ "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Debt Burden

As part of the evaluation of a school's long-term viability, PCSB considers a school's debt burden. In particular, PCSB reviews two debt ratios – the debt ratio⁶⁵ and the debt service⁶⁶ ratio. The table below shows the school's debt burden decreasing significantly over the past several years. The decrease in debt burden is driven by smaller balances in accrued expenses and accounts payables. This indicates quicker fulfillment of its financial obligations with vendors.

The debt service ratio measures how much of a school's revenues are dedicated to making principal and interest payments. Anything greater than 10% is a cause for concern. In 2011 the school paid off a loan used to finance the purchase of a school bus; the school has not incurred any new loans since that time. The school continues to make investments in its property and other equipment; however, it is able to make these purchases without taking on new debt.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Debt Ratio	> 0.92	0.78	0.42	0.32	0.20
Debt Service Ratio	> 10.0%	0.1%	0.0%	0.0%	0.0%

Sustainability

A school's net assets⁶⁷ and primary reserve ratio are indicators of its long-term sustainability.⁶⁸ PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures and PCSB would be concerned with net assets reserves below zero. **M.M. Bethune PCS's metrics are reflective of a sustainable school and have grown stronger in each of the last four years.** Net asset position is equal to more than 4 months of operating expenditures, comfortably in the recommended level of three to six months.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Net Asset Position	< 0	\$ 172,951	\$ 842,728	\$1,275,456	\$ 2,341,777
Primary Reserve Ratio	< 0.00	0.04	0.16	0.22	0.39

⁶⁵ Debt Ratio equals the total debt divided by the total assets.

⁶⁶ Debt Service Ratio equals the sum of principal and interest payments divided by the total revenues.

⁶⁷ Net Assets equals total assets minus total liabilities.

⁶⁸ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix G

SY 2018-2019 DC Public Charter School Board Compliance Review Report

Mary McLeod Bethune Day Academy PCS

Requirement	Compliance Status	Due	On Time
School Calendar	Compliant	7/19/2018	✓
Student Handbook	Compliant	7/19/2018	✗
Attendance SST Meetings	Compliant	7/19/2018	✗
Fire Drill Schedule	Compliant	7/19/2018	✓
Charter Board Calendar	Compliant	7/19/2018	✓
Q1 Procurement Contracts	Compliant	9/30/2018	✗
Annual Report	Compliant	10/2/2018	✓
Sexual Violation Protocol	Compliant	10/9/2018	✓
Staff Roster and Background Checks	Compliant	10/9/2018	✓
Board Roster	Compliant	10/9/2018	✓
Title IX	Compliant	10/9/2018	✓
Certificate of Occupancy	Compliant	10/9/2018	✓
Seclusion & Restraint Checklist	Compliant	10/9/2018	✓
Certified Staff to Administer Medicine	Compliant	10/9/2018	✓
English Learners Assurance	Compliant	10/9/2018	✓
LRE Continuum of Services Checklist	Compliant	10/9/2018	✓
Staff Preference	Compliant	10/9/2018	✓
ADA Assurance	Compliant	10/9/2018	✓
Q1 Board Meeting Minutes	Compliant	10/9/2018	✓
Accreditation	Compliant	10/9/2018	✓
School Emergency Response Plan	Compliant	10/9/2018	✓
Insurance Certificate	Compliant	10/9/2018	✓
Child Find Policy Checklist	Compliant	10/9/2018	✓
Employee Handbook	Compliant	10/9/2018	✓
Student Enrollment Forms	Compliant	12/11/2018	✓
Fire Drill Schedule (Mid-Year Update)	Compliant	12/11/2018	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

A rating of **compliant** means the school has satisfied the compliance standards.

A rating of **in progress** means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of **not compliant** means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix H

POLICY TITLE:	Special Education Audit Policy
ADOPTION/EFFECTIVE DATE:	March 18, 2013
MOST RECENTLY UPDATED:	January 28, 2019

PURPOSE

The purpose of this policy is to identify and address public charter schools that may not be in compliance with all federal and local laws pertaining to students with disabilities. This policy establishes the criteria the DC Public Charter School Board (DC PCSB) will review and the audit procedures it will initiate in response to each instance of special education noncompliance.

The School Reform Act of 1995 (D.C. Code § 38-1802.03 *et seq.*) requires DC PCSB to monitor the progress of each public charter school in meeting the goals and student academic achievement expectations stated in its charter agreement, adherence to health and safety regulations, and compliance with applicable laws, including those pertaining to the education of students with disabilities, such as Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), Part B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*), and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 *et seq.*).

POLICY

Criteria for Special Education Audit Procedures

DC PCSB staff reviews on a monthly basis the following criteria, comprised of data and practices, to determine whether public charter schools are compliant with local and federal laws pertaining to students with disabilities.¹ A school may be subjected to a special education audit procedure² for meeting one or more of these criteria.

- The out-of-school suspension rate of students with disabilities is higher than the rate of their non-disabled peers.
- The expulsion rate of students with disabilities is higher than the expulsion rate of their non-disabled peers.
- Manifestation determination hearings have not been held for all students with disabilities, when applicable, before a suspension or expulsion.

¹ Students with disabilities are defined as students with Individualized Education Programs (IEPs) or 504 Plans enrolled at PK-12 public charter schools or adult public charter schools that are obligated to provide special education services.

² Procedures include two types of staff-initiated audits, desk and on-site, which are defined later in this policy. Each shall result in written recommendations or further action. Additional audit procedures represent interventions the Board may use after an audit to ensure special education compliance.

- The population of enrolled students identified as receiving special education services is less than 8.5% of the total student enrollment.³
- A singular disability classification (e.g., specific learning disability) comprises 75% or more of the total population of students with disabilities.
- A special education level of need (i.e., Level 1-4) comprises 75% or more of the total population of students with disabilities.
- No students are classified as receiving Levels 3 or 4 of special education services.
- The rate of re-enrollment of students with disabilities is lower than the rate of their non-disabled peers.
- The rate of mid-year withdrawals of students with disabilities is higher than the rate of their non-disabled peers.
- A community complaint⁴ alleges a systemic issue with the denial of parental safeguards, provision of special education services, or concern for the safety of students with disabilities.
- A school receives poor feedback on a Qualitative Site Review (QSR) Report regarding special education instruction (e.g., school receives scores of all ones and twos in the Classroom Environment and Instruction domains of the Danielson Framework for Teaching).
- In addition to the specific criteria listed above, DC PCSB may conduct a special education audit of a public charter school at any time and for any reason if DC PCSB deems such an audit necessary to ensure the school is compliant with the requirements of the law and its charter regarding the provision of services to students with disabilities.

Special Education Audit Procedures

In the event that a school meets the criteria listed in this policy, each instance of special education noncompliance will be reviewed. DC PCSB may then intervene with one or a combination of special education audit procedures. Staff may initiate the following audit process; however, depending on the severity of the triggering data or practices, a school may be subjected to an audit without a pre-audit warning.

- Pre-Audit Warning
DC PCSB staff may notify the school's staff of its concerns before identifying the school for an audit. This first communication does not require a specific action from the school, but the school may be audited later if it continues to meet the criteria for an audit procedure.

³ The 8.5% enrollment target was established in *D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017). The figure is drawn from national rates of special education enrollment and expert testimony concerning risk factors unique to DC.

⁴ The receipt and review of complaints will adhere to the DC PCSB Community Complaint Policy. Parents, staff, and community members may share a complaint or concern by contacting DC PCSB at (202) 328-2660 or dcpublic@dcpcsb.org.

- Desk Audit

DC PCSB staff may conduct a desk audit, which is a secondary review of relevant information, if the school meets one or more criteria. The school will be asked to provide a written rationale for the data or practice as well as other supplemental documentation. Based on the information reviewed, DC PCSB will write to close the audit with recommendations or to pursue further action, including an on-site audit or a Board response. Staff will continue to monitor a school after an audit is closed and will request progress updates within six months. Past audit results will be considered in determining future procedures.

- On-Site Audit

DC PCSB staff may conduct an on-site audit if the school meets one or more criteria. DC PCSB staff will visit the school to review the files of students with disabilities, interview staff, and/or conduct special education observations. Based on the information reviewed, DC PCSB will write to close the audit with written recommendations or to pursue further action, including an on-site audit or a Board response. Staff will continue to monitor a school after an audit is closed and will request progress updates. Past audit results will be considered in determining future procedures.

In response to a special education audit, the DC PCSB Board may intervene with one or more of the following procedures, depending on the severity of the triggering data or practices.

- Board-to-Board Meeting

DC PCSB Board Members may meet with the school's board to discuss special education data and trends, community complaints, and/or the findings and recommendations of a special education audit.

- Notice of Concern

The Board may issue a Notice of Concern if the school continues to meet one or more criteria, if the issue demonstrates a lack of compliance with local and federal special education laws, and/or if the school's actions are deemed systemic. Notices of Concern are made public, require the school to come before the Board at a meeting, and are taken into consideration during each school's five- and ten-year charter reviews, the charter renewal process, and enrollment ceiling increase requests. The Notice of Concern will provide a timeframe for the school to correct the issue. Uncured Notices may lead to further Board action.



Board Approval Acknowledged By:



Rick Cruz
DC PCSB Board Chair

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Appendix I



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION**ENCLOSURE 2****FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

LEA:	Mary McLeod Bethune Public Charter School
Final Percentage Rating:	93%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none">• Indicator 4b – N/A• Indicator 9 – N/A• Indicator 10 – N/A• Indicator 11 – N/A• Indicator 12 – N/A• Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none">• FFY 2015 child count data not submitted timely• FFY 2015 Phase I and Phase II applications submitted timely• FY 2016 IDEA Maintenance of Effort (MOE) submitted timely	2	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none">• LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none">• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • LEA met 95% participation target for disability subgroup on math assessment • LEA met 95% participation target for disability subgroup on reading assessment 	2	2

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none">• PARCC Level 4: Percentage of students who met expectations• PARCC Level 5: Percentage of students who exceeded expectations• NCSC Level 3: Percentage of students who met expectations• NCSC Level 4: Percentage of students who exceeded expectations• N/A — LEA did not meet minimum “n” size for disability subgroup	<5%	<5%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	<ul style="list-style-type: none">• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
Total Number of Points Achieved				12.5
Total Possible Points from Applicable Elements				13.5
Percentage of Points Achieved from Applicable Elements				93%

¹ For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.

Appendix J



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

July 18, 2019

Linda McKay
Head of School
Mary McLeod Bethune Day Academy Public Charter School
1404 Jackson St. NE
Washington, 20017

Re: School Year 2018-19 Child Find Review Notification for 3- to 5-Year-Old Children

Dear Ms. McKay:

OSSE has reviewed your LEA's child count data for 3-to 5-year-old children for the 2018-19 school year and found Mary McLeod Bethune Day Academy Public Charter School (PCS) has identified 1.35 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. Although no action is required at this time, OSSE encourages LEAs to review this data in consideration of the court requirement to ensure at least 8.5 percent of the children aged 3 through 5 within the District are enrolled in special education services.

Background

On Aug. 30, 2017, OSSE issued a [Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies \(LEAs\)](#). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-to 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. As of August 2017, the District's rate of Child Find reported to the Court was 7.2 percent.

As we work together to ensure the District continues to improve special education services for District of Columbia's preschool children, I am writing to provide information regarding your LEA's 2018-19 school year Child Find rate as well as enhanced monitoring procedures for the review of LEA Child Find practices.

Enhanced Monitoring Procedures

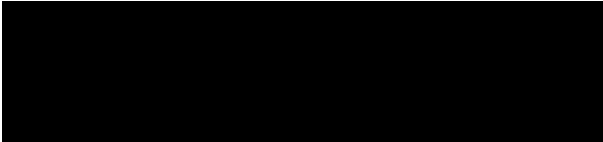
Beginning in the 2019-2020 school year, OSSE will begin quarterly monitoring of LEA Child Find rates for 3- to 5-year-old children with disabilities. OSSE will conduct quarterly reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate. If your LEA is achieving this rate, you may be asked to share best practices to inform the work of other District LEAs in improving Child Find rates for preschool children. If your LEA did not achieve this rate for the quarter, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your

LEA to provide supports to ensure Child Find practices are improved. OSSE looks forward to partnering with your LEA to ensure that the District continues improvements in its Child Find activities across the District in compliance with *D.L. v. District of Columbia*.

Required Actions

While there are no required actions at this time, I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including [OSSE's recent Child Find professional development materials](#), which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.



Sharon Gaskins

Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Marlinda Boxley, Special Education POC

Avni Murray, Manager, DC Public Charter School Board



Annual Performance Review

School Year 2009-2010

Mary McLeod Bethune PCS
 5413 16th Street, NW
 Washington, DC 20011
 (202) 723-5800

ELEMENTARY SCHOOL FRAMEWORK

School Data

School Leader: Georgia Green
 Enrollment: 265
 Grades Served: PK-8
 Years of Operation: 6
 Ward: 5
 AYP Status: N/A

Student Profile

African-American 97.7
 Asian / Pacific Islander 0.0
 White 0.0
 Hispanic / Latino 2.3
 Native American / Indian 0.0
 Other 0.0

%
 LEP / NEP 2
 Low Income 94
 SPED 9

Performance Summary

Tier This Year: 2
 Prior Year Tier: N/A
 Total Score: **46.9**
 (out of 80)
 Percent of Possible Points: **58.6%**

Academic Review

Points Available in Each Academic Indicator Are Included in Parentheses ()

	2009	2010	Floor	% of Target Range				Target	% of Target Range	Points Possible	Points Earned
				25	50	75	100				
1 Student Progress (25)											
Mathematics											
Learning on Track to Proficient		70.0	0.0					100.0	70.0%	10.0	7.0
Learning on Track to Advanced		100.0	0.0					100.0	100.0%	2.5	2.5
Reading											
Learning on Track to Proficient		70.0	0.0					100.0	70.0%	10.0	7.0
Learning on Track to Advanced		100.0	0.0					100.0	100.0%	2.5	2.5
2 Student Achievement (25)											
Mathematics											
DC-CAS Proficient		37.1	10.4					100.0	29.8%	7.5	2.2
DC-CAS Advanced		3.2	0.0					50.0	6.5%	5.0	0.3
Reading											
DC-CAS Proficient		48.4	20.8					100.0	34.8%	7.5	2.6
DC-CAS Advanced		0.0	0.0					50.0	0.0%	5.0	0.0
3 Gateway (10)											
3rd grade Reading Proficient		53.3	22.2					100	40.0%	10.0	4.0
4 Leading Indicators (20)											
Attendance		93.4	45.4					100	87.9%	10.0	8.8
Re-enrollment		96.0	51.8					90	100.0%	10.0	10.0
5 Mission Specific (0)											
Indicator 1 (TBD)		N/A									
Indicator 2 (TBD)		N/A									
Indicator 3 (TBD)		N/A									
Indicator 4 (TBD)		N/A									

Non-Academic Review

Finance, Governance, and Compliance are not included in calculation of the Academic Tier.

1 Finance

2 Governance

3 Compliance



Annual Performance Review

School Year 2009-2010

Mary McLeod Bethune PCS
 5413 16th Street, NW
 Washington, DC 20011
 (202) 723-5800

MIDDLE SCHOOL FRAMEWORK

School Data

School Leader: Georgia Green
 Enrollment: 265
 Grades Served: PK-8
 Years of Operation: 6
 Ward: 5
 AYP Status: N/A

Student Profile

African-American	97.7	LEP / NEP	2
Asian / Pacific Islander	0.0	Low Income	94
White	0.0	SPED	9
Hispanic / Latino	2.3		
Native American / Indian	0.0		
Other	0.0		

Performance Summary

Tier This Year: 1
 Prior Year Tier: N/A
 Total Score: **48.3**
 (out of 80)
 Percent of Possible Points: **60.4%**

Academic Review

Points Available in Each Academic Indicator Are Included in Parentheses ()

	2009	2010	Floor	% of Target Range				Target	% of Target Range	Points Possible	Points Earned
				25	50	75	100				
1 Student Progress (25)											
Mathematics											
Learning on Track to Proficient		61.0	0.0	<div></div>				100	61.0%	10.0	6.1
Learning on Track to Advanced		15.0	0.0	<div></div>				100	15.0%	2.5	0.4
Reading											
Learning on Track to Proficient		88.0	0.0	<div></div>				100	88.0%	10.0	8.8
Learning on Track to Advanced		51.0	0.0	<div></div>				100	51.0%	2.5	1.3
2 Student Achievement (25)											
Mathematics											
DC-CAS Proficient		47.8	10.4	<div></div>				100	41.7%	7.5	3.1
DC-CAS Advanced		2.2	0.0	<div></div>				50	4.3%	5.0	0.2
Reading											
DC-CAS Proficient		55.3	20.8	<div></div>				100	43.6%	7.5	3.3
DC-CAS Advanced		13.0	0.0	<div></div>				50	26.1%	5.0	1.3
3 Gateway (10)											
8th Grade Math Proficient		64.3	20.9	<div></div>				100	54.8%	10.0	5.5
4 Leading Indicators (20)											
Attendance		90.6	45.4	<div></div>				100	82.7%	10.0	8.3
Re-enrollment		96.0	36.3	<div></div>				90	100.0%	10.0	10.0
5 Mission Specific (0)											
Indicator 1 (TBD)		N/A									
Indicator 2 (TBD)		N/A									
Indicator 3 (TBD)		N/A									
Indicator 4 (TBD)		N/A									

Non-Academic Review

Finance, Governance, and Compliance are not included in calculation of the Academic Tier

1 Finance

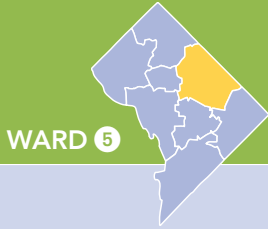
2 Governance

3 Compliance



School Performance Report 2010–2011

Mary McLeod Bethune PCS- Slowe-Brookland Campus



WARD 5

1404 Jackson Street, NE
Washington, DC 20772

(202) 459-4710

www.mmbethune.org

School Profile

Board Chair:

Valerie Smith

Opened: 2004–2005

Principal:

Dr. Linda McKay

Total Enrollment: 283

Grades Served:

● PS ● PK ● K ● 1 ● 2 ● 3
● 4 ● 5 ● 6 ● 7 ● 8 ○ 9 ○ 10
○ 11 ○ 12 ○ GED ○ ADULT ED

2012-13 Application Deadline:

April 30th

School Mission:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

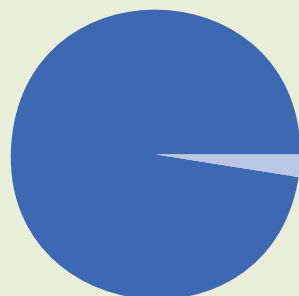
Unique School Characteristics

Accountability Plans

For schools serving preschool through grade 2, adult learners, students preparing for GED, or dedicated special education programs, the DC Public Charter School Board has implemented the **Accountability Plan** system as part of the Performance Management Framework (PMF) to measure academic performance. Schools and programs using the accountability plan will not be tiered or rated for the 2010–11 school year. Accountability plan results are determined by whether the school met or missed its established targets.

We hope this information will improve transparency of charter school accountability for students across the educational spectrum, and that parents and community members will use this information to make informed decisions about school options.

Student Demographics



African American	97.5%
Hispanic/Latino	2.5%
Caucasian	0.0%
Asian/Pacific Islander	0.0%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 0.0%

Low Income: 100.0%

Special Education: 8.5%

Transportation

**Metro/Bus Service***

Bus/Rail: Brookland-Cua
Metro/multiple bus routes

*Please check www.wmata.com for updates.

Mary McLeod Bethune PCS- Slowe-Brookland Campus

School Performance Report 2010–2011

Student Progress 2010–2011 Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of preschool students will score at or above the expected level for growth and development in cognitive, language, socialization, fine motor, and gross motor domains on the Learning Accomplishment Profile-Diagnostic (LAP-D). 	97% of students scored at or above expected level of growth.	Yes
<ul style="list-style-type: none"> 70% of pre-kindergarten students will score at or above the expected level for growth and development in cognitive, language, socialization, fine motor, and gross motor domains on the Learning Accomplishment Profile-Diagnostic (LAP-D). 	94% of students scored at or above expected level of growth.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through second-grade students will demonstrate average or above average growth from the fall administration to the spring administration in reading on the Discovery Education Predictive Assessment. 	81% of students demonstrated average or above average growth.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through second-grade students will demonstrate average or above average growth from the fall administration to the spring administration in mathematics on the Discovery Education Predictive Assessment. 	89% of students demonstrated average or above average growth.	Yes

Student Achievement 2010–2011 Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first- and second-grade students will score at or above proficiency in reading on the Metropolitan Achievement Test (MAT-8). 	49% of students scored at or above proficiency.	No
<ul style="list-style-type: none"> 60% of first- and second-grade students will score at or above proficiency in mathematics on the Metropolitan Achievement Test (MAT-8). 	37% of students scored at or above proficiency.	No

Leading Indicators 2010–2011 Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, preschool and pre-kindergarten students will attend school 85% of the days. 	The average daily attendance was 99%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98%.	Yes

Mary McLeod Bethune PCS- Slowe-Brookland Campus

School Performance Report 2010–2011

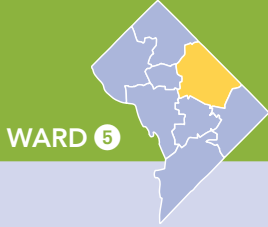
Mission Specific Measures 2010–2011 Targets	Mission Specific Results	Met Target?
■ 80% of parents of preschool through third-grade children will report being "Satisfied" or "Highly Satisfied" with the school on the end-of-year Parent Satisfaction Survey.	95% of parents surveyed reported satisfied or highly satisfied.	Yes

Targets Met: 7

Targets Missed: 2



School Performance Report 2010–2011



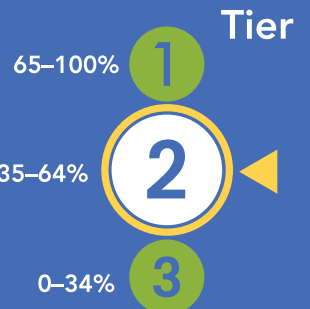
WARD 5

Mary McLeod Bethune PCS

1404 Jackson Street NE
Washington, DC 20772

(202) 459-4700

www.mmbethune.org



Total Score:
40.8%

School Profile

Board Chair:

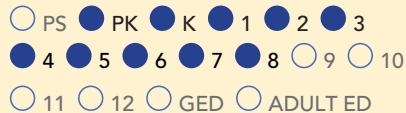
Valerie Smith

Executive Director:

Dr. Linda McKay

Total Enrollment: 283

Grades Served:



2012-13 Application Deadline:

April 30th

Opened: 2004–2005

School Mission:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

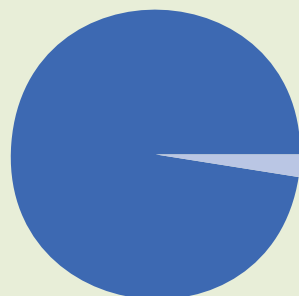
Unique School Characteristics

Tier Explanations

- 1** High Performing
- 2** Mid Performing
- 3** Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics



African American	97.5%	English Language Learners: 0.0%
Hispanic/Latino	2.5%	Low Income: 100.0%
Caucasian	0.0%	Special Education: 8.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation

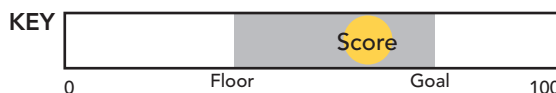


Metro/Bus Service*
Rail: Brookland-CUA
Metro Station

*Please check www.wmata.com for updates.

Mary McLeod Bethune PCS

School Performance Report 2010–2011



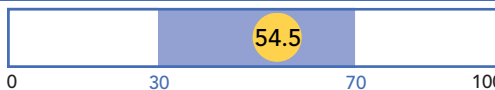
Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

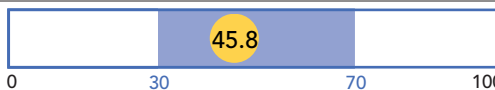
Growth on DC-CAS Reading over time



$\frac{12.3}{20.0}$

61.3%

Growth on DC-CAS Mathematics over time



$\frac{7.9}{20.0}$

39.4%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

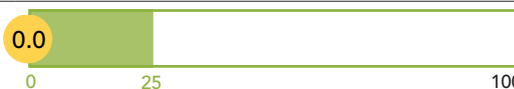
Proficient and Advanced



$\frac{1.33}{5.0}$

26.6%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

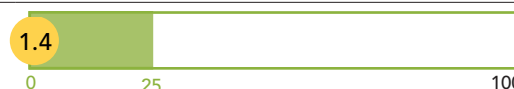
Proficient and Advanced



$\frac{1.17}{5.0}$

23.4%

Advanced only



$\frac{0.07}{1.25}$

5.6%

Middle grades DC-CAS Reading

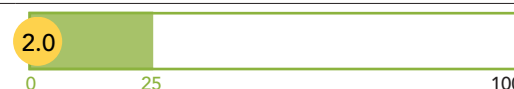
Proficient and Advanced



$\frac{0.73}{5.0}$

14.7%

Advanced only



$\frac{0.10}{1.25}$

8.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.73}{5.0}$

14.6%

Advanced only



$\frac{0.10}{1.25}$

8.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{1.11}{7.5}$

14.8%

Proficient and Advanced 8th grade
Mathematics



$\frac{0.59}{7.5}$

7.9%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{4.7}{10.0}$

46.9%

TOTAL SCORE

TIER 2

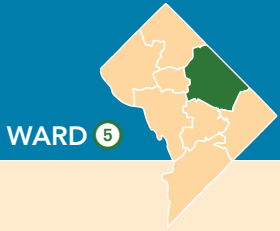
$\frac{40.8}{100.0}$

40.8%

For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

(202) 459-4710

www.mmbethune.org

School Profile

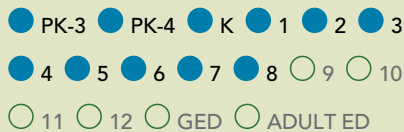
Board Chair:
Valerie Smith

First School Year: 2004–05

Executive Director:
Linda McKay

Total Enrollment: 320

2012–13 Grades:



2012–13 Application Deadline:
March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 89.9%

Student-to-Teacher Ratio: 10 to 1

School Mission:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

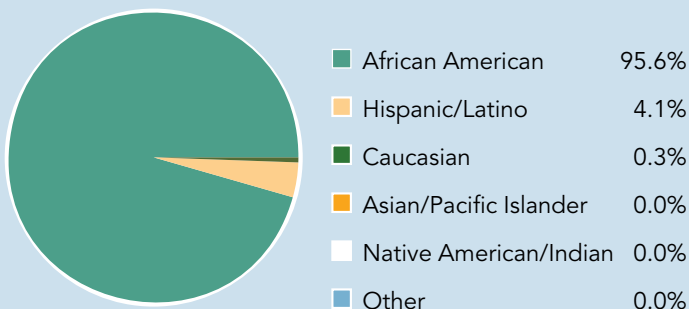
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Free transportation for students; bus stops located in all quadrants of the city
- Special education inclusion program
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

Accountability Plans

For schools with students in grades PK–2, adult learners, students preparing for GED, or dedicated special education programs, the DC Public Charter School Board has implemented the **Accountability Plan** system as part of the Performance Management Framework (PMF) to measure academic performance. Schools and programs using the accountability plan will not be tiered for the 2011–12 school year. Accountability plan results are determined by whether the school met or missed its established targets.

We hope this information will improve transparency of charter school accountability for students across the educational spectrum, and that parents and community members will use this information to make informed decisions about school options.

Student Demographics



English Language Learners: 3.8%

Low Income: 90.0%

Special Education: 13.1%

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station/B8; G8; H8; 82



School Shuttle
Free transportation to and from school, and for after-school events

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring "pass" by the spring administration on the Learning Accomplishment Profile Diagnostic (LAP-D) assessment. 	90% of students demonstrated growth.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through second-grade students will demonstrate average or above average growth in reading by the spring administration on the Discovery Education Predictive Assessment. 	85.2% of students demonstrated growth.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through second-grade students will demonstrate average or above average growth in math by the spring administration on the Discovery Education Predictive Assessment. 	82.4% of students demonstrated growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score proficient in reading on the Metropolitan Achievement Test (MAT-8). 	34.9% of students scored proficient.	No
<ul style="list-style-type: none"> 60% of first and second-grade students will score proficient in math on the Metropolitan Achievement Test (MAT-8). 	32.6% of students scored proficient.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 98.9%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.5%.	Yes

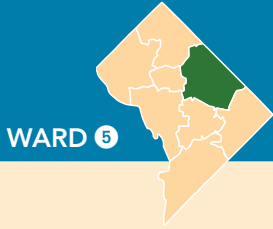
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 90% of parents surveyed will report "satisfied" or "highly satisfied" with the school on the end of year parent survey. 	81.3% of parents surveyed reported being satisfied or highly satisfied.	No

TOTAL TARGETS MET

5 OF **8**



2012 School Performance Report



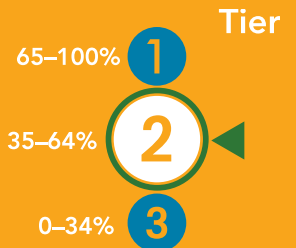
WARD 5

Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

(202) 459-4710

www.mmbethune.org



Total Score: **42.6%**

2011 Score: 40.8% **2**

School Profile

Board Chair:

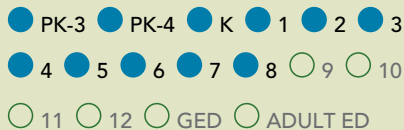
Valerie Smith

Executive Director:

Linda McKay

Total Enrollment: 320

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 89.9%

Student-to-Teacher Ratio: 10 to 1

School Mission:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

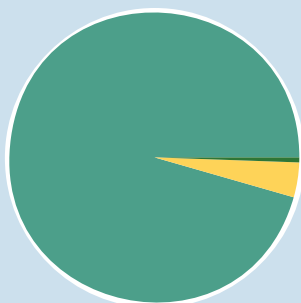
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Free transportation for students; bus stops located in all quadrants of the city
- Special education inclusion program
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

Tier Explanations

- 1** High Performing
- 2** Mid Performing
- 3** Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics



African American	95.6%
Hispanic/Latino	4.1%
Caucasian	0.3%
Asian/Pacific Islander	0.0%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 3.8%

Low Income: 90.0%

Special Education: 13.1%

Transportation



Metro/Bus Service*

Brookland-CUA Metro Station/B8; G8; H8; 82



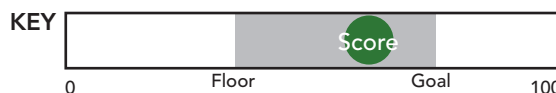
School Shuttle

Free transportation to and from school, and for after-school events

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{8.5}{20.0}$

42.5%

Growth on DC-CAS Mathematics over time



$\frac{6.9}{20.0}$

34.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.6}{5.0}$

12.4%

Advanced only



$\frac{0.11}{1.25}$

8.6%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.8}{5.0}$

16.2%

Advanced only

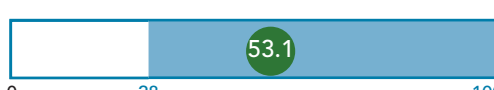


$\frac{0.05}{1.25}$

4.3%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.76}{5.0}$

35.3%

Advanced only

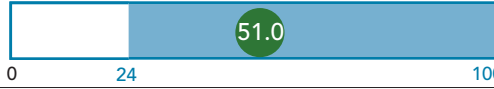


$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

35.8%

Advanced only



$\frac{0.41}{1.25}$

32.7%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{1.0}{7.5}$

13.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{3.1}{7.5}$

41.1%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.6}{10.0}$

75.6%

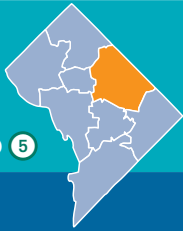
TOTAL SCORE

TIER 2

$\frac{42.6}{100.0}$

42.6%

For a more detailed explanation of the indicators, see our user guide.



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

202-459-4710

www.mmbethune.org

School Profile (2013–14)

Board Chair:

Valerie Smith

First School Year: 2004–05

Executive Director:

Dr. Linda McKay

Principal:

Jubria A. Lewis (Elementary) and
C. Maurice Porter (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

- Half-day Spanish language immersion program for students in grades PK–2
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health, and physical education
- Focus on positive character development and community service

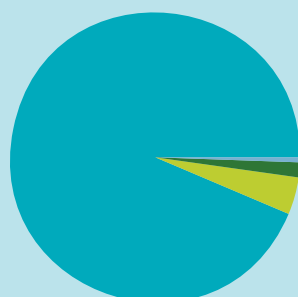
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 366



African American	93.7%	English Language Learners: 4.1%
Hispanic/Latino	4.1%	Low Income: 100.0%
White	1.6%	Special Education: 13.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.5%	

Transportation



Metro/Bus Service*

Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Learning Accomplishment Profile-Diagnostic composite assessment. 	91.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	66.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Metropolitan Achievement Test-8. 	90.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Metropolitan Achievement Test-8. 	89.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.7%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.2%.	Yes

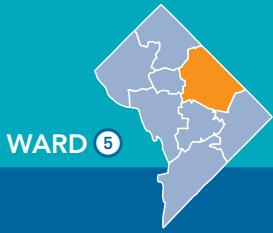
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of parents of pre-kindergarten-3 through second-grade students will show satisfaction with (1) school climate, and (2) instruction/learning. 	91.0% of parents showed satisfaction with (1) school climate, and (2) instruction/learning.	Yes

TOTAL TARGETS MET

7 OF **7**



2013 School Performance Report



WARD 5

Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

202-459-4710

www.mmbethune.org

Tier

2013 Score:
51.0%

2

2012 Score: **42.6%**

2

2011 Score: **40.8%**

2

School Profile (2013–14)

Board Chair:

Valerie Smith

First School Year: 2004–05

Executive Director:

Dr. Linda McKay

Principal:

Jubria A. Lewis (Elementary) and C. Maurice Porter (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

- Half-day Spanish language immersion program for students in grades PK–2
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health, and physical education
- Focus on positive character development and community service

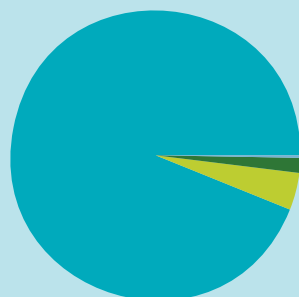
Tier Explanations

- 1 High Performing** (65.0–100)
- 2 Mid Performing** (35.0–64.9)
- 3 Low Performing** (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 366



African American	93.7%	English Language Learners: 4.1%
Hispanic/Latino	4.1%	Low Income: 100.0%
White	1.6%	Special Education: 13.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*

Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

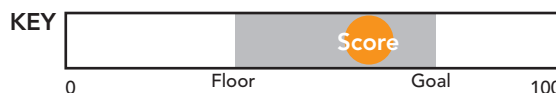
*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8

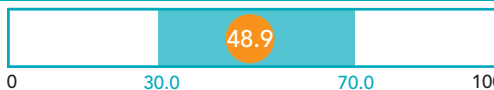


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

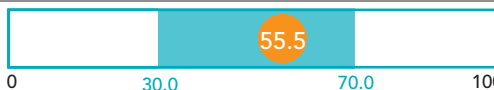
Growth on DC-CAS Reading over time



$\frac{9.5}{20.0}$

47.5%

Growth on DC-CAS Mathematics over time



$\frac{12.8}{20.0}$

64.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.06}{1.25}$

4.8%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Reading

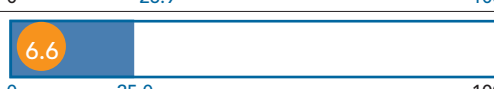
Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.33}{1.25}$

26.4%

Middle grades DC-CAS Mathematics

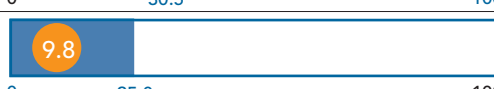
Proficient and Advanced



$\frac{2.5}{5.0}$

50.0%

Advanced only



$\frac{0.49}{1.25}$

39.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{0.7}{7.5}$

9.3%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.9}{7.5}$

65.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.9}{10.0}$

59.0%

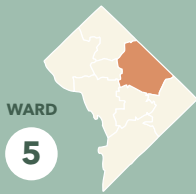
TOTAL SCORE

TIER 2

$\frac{51.0}{100.0}$

51.0%

For a more detailed explanation of the indicators, see our user guide.



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE
Washington, DC 20017

202-459-4710
www.mmbethune.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

- Half-day Spanish language immersion program for students in grades PK-2; 10:1 student-to-teacher PK-8
- Special education inclusion
- Free bus transportation stops all over Washington, DC; sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

Board Chair

Valerie Smith

Principal

Jubria A. Lewis (ES)
C. Maurice Porter (MS)

School Hours

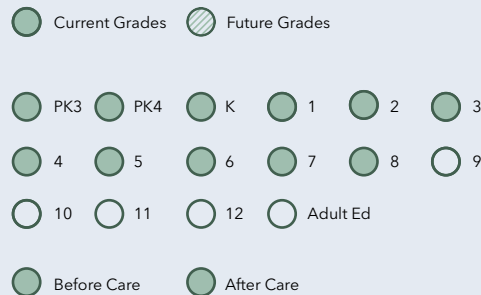
Executive Director

Linda McKay, Ed.D.

First School Year

2004-05

Grades Served

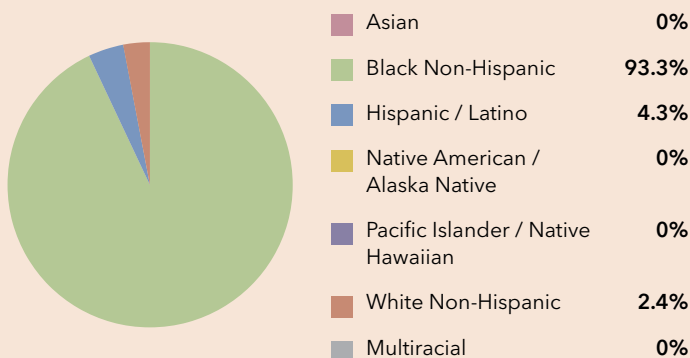


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Total Enrollment
373

English Language Learner
5.6%

Economically Disadvantaged
>60%**

Special Education
11.3%

Transportation



Metro / Bus Service *
Brookland-CUA; H6



School Shuttle
Free transportation provided. Bus stops throughout the city.

*Please check www.wmata.com for updates

Mary McLeod Bethune Day Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3–2



Pre-Kindergarten (PK3-PK4) Grades (45% of Students)

Student Progress

Literacy / Language - Learning Accomplishment Profile-Diagnostic (LAP-D)



Mathematics - Data Unavailable



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (55% of Students)

Student Achievement / Progress

Literacy - Discovery Education Assessment



Mathematics - Discovery Education Assessment



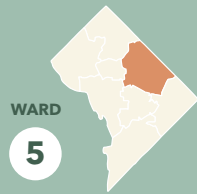
Leading Indicators

Attendance



Re-enrollment



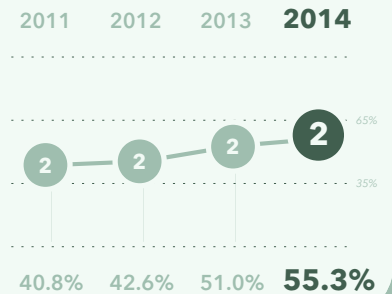


Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE
Washington, DC 20017

202-459-4710
www.mmbethune.org

TIER SCORES



School Profile (2014–15)

School Mission / Purpose

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Unique School Characteristics

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- Special education inclusion
- Sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

Board Chair

Valerie Smith

Principal

Jubria A. Lewis (ES)
C. Maurice Porter (MS)

Executive Director

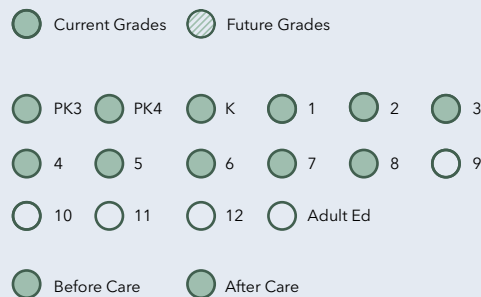
Linda McKay, Ed.D.

First School Year

2004-05

School Hours

Grades Served

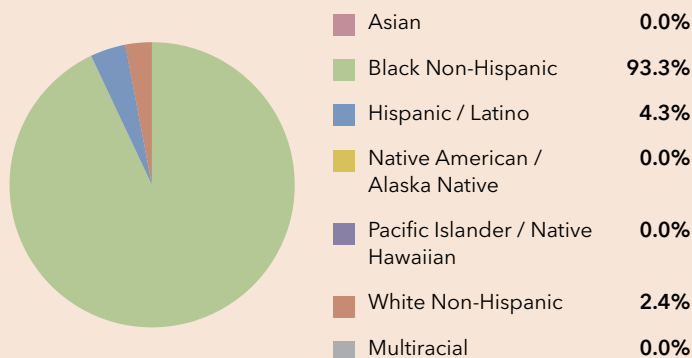


Tier Explanations

- High Performing**
(65.0% - 100.0%)
- Mid Performing**
(35.0% - 64.9%)
- Low Performing**
(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Total Enrollment
373

English Language Learner
5.6%

Economically Disadvantaged
>60%**

Special Education
11.3%

Transportation



Metro / Bus Service *
Brookland-CUA; H6



School Shuttle
Free transportation provided. Bus stops throughout the city.

*Please check www.wmata.com for updates

Mary McLeod Bethune Day Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time



10.7 out of 20.0

53.5%

Growth on DC CAS Mathematics over time



11.1 out of 20.0

55.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading
Proficient and Above



0.7 out of 5.0

14.0%

Advanced Only



0.00 out of 1.25

0.0%

Elementary Grades DC CAS Mathematics
Proficient and Above



0.4 out of 5.0

8.0%

Advanced Only



0.12 out of 1.25

9.6%

Middle Grades DC CAS Reading
Proficient and Above



1.4 out of 5.0

28.0%

Advanced Only



0.43 out of 1.25

34.4%

Middle Grades DC CAS Mathematics
Proficient and Above



2.0 out of 5.0

40.0%

Advanced Only



0.30 out of 1.25

24.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading



0.7 out of 7.5

9.3%

Proficient and Advanced 8th Grade
Mathematics



7.5 out of 7.5

100.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance



10.0 out of 10.0

100.0%

Re-enrollment



9.9 out of 10.0

99.0%

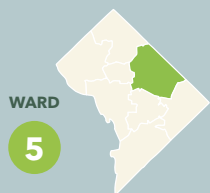
TOTAL SCORE

TIER 2

55.3 out of 100

55.3%

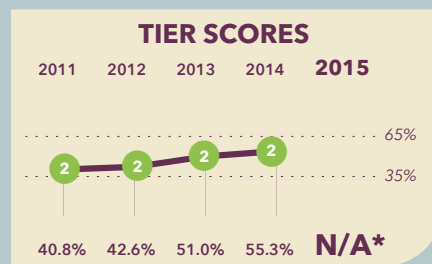
For a more detailed explanation of the indicators, see our technical guide.



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE
Washington, DC 20017

202-459-4710 ext. 600
www.mmbethune.org



School Profile (2015-16)

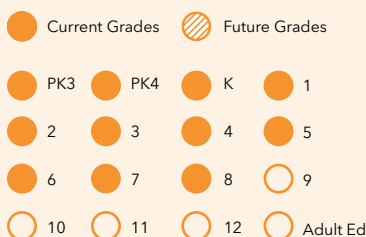
Board Chair

Valerie Smith

Executive Director

Linda McKay

Grades Served



Principal

Jubria Lewis

First School Year

2004-05

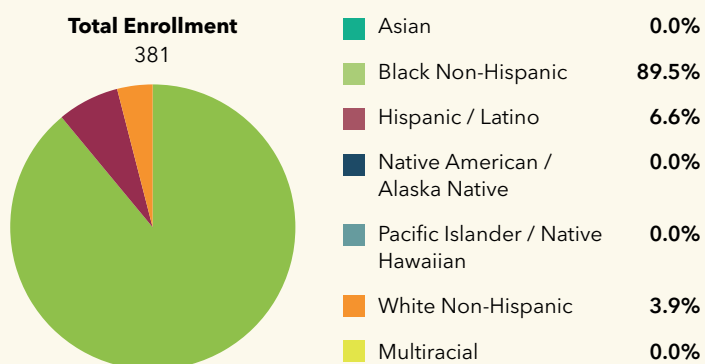
Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2014-15)



English Language Learner
2.1%

Economically Disadvantaged
>60%*

Special Education
9.5%

At-Risk Population
64.6%

* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

A Note from the School

Mary McLeod Bethune Day Academy PCS's mission is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st-century.

Mary McLeod Bethune Day Academy PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8



Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

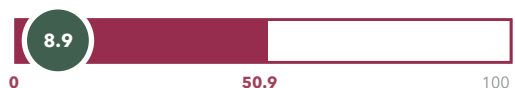


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

Mary McLeod Bethune Day Academy PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Math: Discovery Education™ Assessment

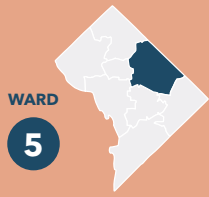
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



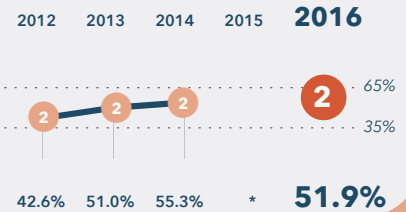


WARD
5
1404 Jackson Street NE
5413 16th Street NW
Washington, DC 20017

Mary McLeod Bethune Day Academy PCS

202-459-4710 x600
www.mmbethune.org

TIER SCORES



School Profile (2016-17)

Board Chair

Valerie Smith

Executive Director

Linda McKay

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Jubria Lewis

First School Year

2004-05

Tier Explanations

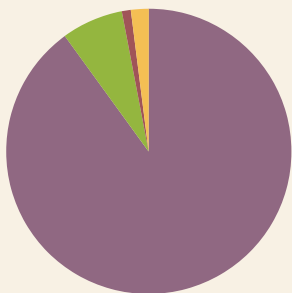
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2015-16)

Total Enrollment
420



Asian	0.0%
Black Non-Hispanic	90.0%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.5%
White Non-Hispanic	2.4%
Multiracial	0.0%

English Language Learner
2.4%

Economically Disadvantaged
>60%*

Special Education
7.5%

At-Risk Population
57.1%

* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

A Note from the School

Mary McLeod Bethune Day Academy PCS's mission is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st century.

Mary McLeod Bethune Day Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts



11.5 out of 17.5

65.7%

Growth on the state assessment in mathematics



8.7 out of 17.5

49.7%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above



4.0 out of 7.5

53.3%

College and Career Ready



1.8 out of 5.0

36.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.7 out of 7.5

36.0%

College and Career Ready



0.9 out of 5.0

18.0%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



0.6 out of 5.0

12.0%

8th Grade Mathematics

College and Career Ready



0.4 out of 5.0

8.0%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



5.9 out of 9.0

65.6%

Re-enrollment

Percent of students eligible to re-enroll



5.3 out of 9.0

58.9%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

TIER 2

51.9 out of 100

51.9%

Mary McLeod Bethune Day Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8



Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Discovery Education Assessment

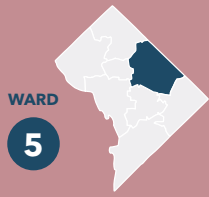
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Math: Discovery Education Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

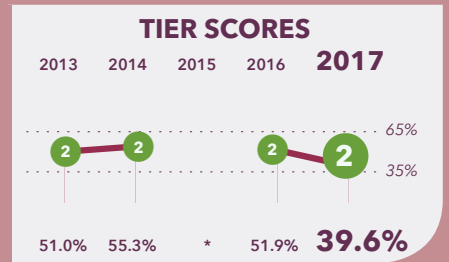




WARD
5
5413 16th Street NW
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Mary McLeod Bethune Day Academy PCS

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www.mmbethune.org



School Profile (2017–18)

Board Chair

Valerie Smith

Executive Director

Linda McKay

Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1

● 2 ● 3 ● 4 ● 5

● 6 ● 7 ● 8 ● 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

Principal

Jubria Lewis

First School Year

2004-05

Tier Explanations

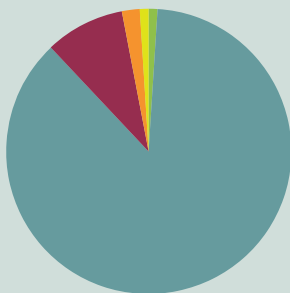
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2016–17)

Total Enrollment
402



Asian	1.0%
Black Non-Hispanic	86.8%
Hispanic / Latino	9.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	2.0%
Multiracial	0.7%

English Language Learner
3.0%

Economically Disadvantaged
>60%*

Special Education
9.5%

At-Risk Population
63.4%

* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

A Note from the School

Re-enrollment data was greatly affected by the partial closing of a housing development in which 90 of our students resided. An effect of the closing caused a greater number of our students to be displaced or made in effect, "homeless". Mary McLeod Bethune Day Academy believes that this phenomenon affects other metrics within the PMF. Mary McLeod Bethune Day Academy PCS's mission is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st century.

Mary McLeod Bethune Day Academy PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



4.7 out of 17.5

27.0%

Growth on the state assessment in
mathematics



9.5 out of 17.5

54.5%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.4 out of 7.5

44.8%

College and Career Ready



1.2 out of 5.0

23.1%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.7 out of 7.5

36.6%

College and Career Ready



1.0 out of 5.0

20.3%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



1.1 out of 5.0

21.4%

8th Grade Mathematics

College and Career Ready



0.7 out of 5.0

14.9%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



3.7 out of 9.0

41.0%

Re-enrollment

Percent of students eligible to re-enroll



2.2 out of 9.0

24.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



2.2 out of 4.0

55.0%

TOTAL SCORE

TIER 2

39.6 out of 100

39.6%

Mary McLeod Bethune Day Academy PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–8

KEY



Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Discovery Education Assessment

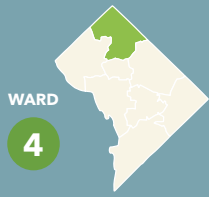
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Math: Discovery Education Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



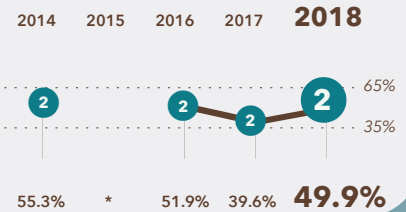


Mary McLeod Bethune Day Academy PCS

5413 16th Street NW
1404 Jackson Street NE
Washington, DC 20017

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www.mmbethune.org

TIER SCORES



School Profile (2018–19)

Board Chair

Valerie Smith

Executive Director

Linda McKay, Ed.D.

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Richard Austin

First School Year

2004-05

Tier Explanations

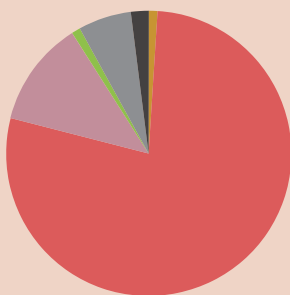
- 1 High Performing**
(65.0% – 100.0%)
- 2 Mid Performing**
(35.0% – 64.9%)
- 3 Low Performing**
(0.0% – 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2017–18)

Total Enrollment
457



Asian	0.9%
Black Non-Hispanic	78.8%
Hispanic / Latino	11.6%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	6.3%
Multiracial	2.2%

English Language Learner
6.3%

Economically Disadvantaged
>60%*

Special Education
9.8%

At-Risk Population
54.9%

* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

A Note from the School

Mary McLeod Bethune Day Academy PCS, an IB World School, is a dual-language immersion school, which serves students PK3-grade 8. The mission of Mary McLeod Bethune Day Academy PCS is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development. Mary McLeod Bethune Day Academy works to accomplish its mission by cultivating inquiring, internationally-minded, compassionate, independent thinkers. Mary McLeod Bethune Day Academy offers students art, music, health/physical education, and two foreign languages: Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. We believe that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st century.

Mary McLeod Bethune Day Academy PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



4.3 out of 17.5

24.4%

Growth on the state assessment in
mathematics



11.3 out of 17.5

64.6%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.9 out of 7.5

51.4%

College and Career Ready



1.4 out of 5.0

28.8%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.6 out of 7.5

48.6%

College and Career Ready



1.6 out of 5.0

31.7%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



1.8 out of 5.0

35.6%

8th Grade Mathematics

College and Career Ready



1.6 out of 5.0

32.5%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



6.0 out of 9.0

66.4%

Re-enrollment

Percent of students eligible to re-enroll



4.1 out of 9.0

45.8%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.8 out of 4.0

95.1%

Instructional Support



2.5 out of 4.0

63.7%

TOTAL SCORE

TIER 2

49.9 out of 100

49.9%

Mary McLeod Bethune Day Academy PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8

KEY



Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: i-Ready

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Math: i-Ready

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

