



Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

September 27, 2023

Via Electronic Mail

Alise Marshall
Board Chair

Clarisse Mendoza Davis, Ed.D.
Chief Executive Officer

Maya Angelou Public Charter School
5600 East Capitol Street NE
Washington, DC 20019

Re: 25-Year Charter Review of Maya Angelou Public Charter School

Dear Ms. Marshall and Dr. Mendoza-Davis:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.¹ During the 2022-23 school year, DC PCSB conducted such a review of Maya Angelou Public Charter School (Maya Angelou PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On April 3, 2023, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the Board continue the school's charter.

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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Board Chair

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Executive Director

At its public board meeting on April 24, 2023, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter, along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

A handwritten signature in black ink that reads "Lea Crusey".

Lea Crusey
Board Chair

A handwritten signature in black ink that reads "Michelle J. Walker-Davis".

Michelle J. Walker-Davis, Ed.D.
Executive Director

Cc: School Leaders

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
- 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: **Nada Mousa, Senior Specialist, School Performance Department**

SUBJECT: **Charter Review: Maya Angelou Public Charter School**

DATE: **April 24, 2023**

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of Maya Angelou Public Charter School (PCS). This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.¹

Charter Review Findings

DC PCSB staff conducted a 25-year charter review of Maya Angelou PCS, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3)

¹ DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

² D.C. Code §§ 38-1802 *et seq.*

fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings					
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Maya Angelou PCS – High School met five goals and did not meet four goals. Maya Angelou PCS – Young Adult Learning Center (YALC) met five goals and did not meet one goal. DC PCSB staff did not render a goals attainment determination for Maya Angelou PCS – Academy at DC Jail.				
Compliance	Maya Angelou PCS did not violate the law or materially violate its charter.				
Finance	Maya Angelou PCS did not commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
Maya Angelou PCS – Academy at DC Jail ³	Not Applicable (NA)				
Maya Angelou PCS – High School ⁴	NA				
Maya Angelou PCS – YALC	Tier 2 ⁵	48.4% ⁶	NA ⁷		

Maya Angelou PCS operates three campuses, and each campus is subject to its own goals and academic achievement expectations (charter goals). Maya Angelou PCS – Academy at DC Jail is assessed by the satisfaction of its Memorandum of Agreement with the DC Department of Corrections. Maya Angelou PCS – High School has nine charter goals. Six charter goals cover student achievement, college and career readiness, re-engagement, attendance, social-emotional learning, and discipline.

³ Maya Angelou PCS – Academy at DC Jail did not open until SY 2021 – 22. As such, there are no PMF data to report during the review period.

⁴ DC PCSB evaluates Maya Angelou PCS – High School according to the Alternative Accountability Framework (AAF), a framework designed for schools that serve high-need students. DC PCSB does not issue PMF scores or tiers for schools subject to the AAF.

⁵ DC PCSB defines “Tier 2” as “mid-performing.”

⁶ DC PCSB uses the Adult Education PMF (AE PMF) to evaluate academic performance for adult-serving schools like Maya Angelou PCS – YALC. From SY 2015 – 16 through SY 2017 – 18, adult-serving schools could only earn a PMF Tier. In 2018, DC PCSB adopted a scoring model for adult-serving schools. SY 2018 – 19 was the first year in which adult-serving schools could earn both a PMF Tier and a score. A PMF score of 48.4% is also Tier 2 performance.

⁷ As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

Three measure student progress in reading, math, and writing. Maya Angelou PCS – YALC has six charter goals that cover student achievement, college and career readiness, retention, attendance, and social-emotional learning. The table below lists each charter goal for each campus.

Goals	Maya Angelou PCS – Academy at DC Jail’s Charter Goals	Met?
	Satisfaction of Memorandum of Agreement with the DC Department of Corrections	Unable to Determine
Goals	Maya Angelou PCS – High School’s Charter Goals	Met?
1	Student Progress: Reading	Met
2	Student Progress: Math	Met
3	Student Progress: Writing	Not Met
4	Student Achievement: Six-Year Adjusted Cohort Graduation Rate (ACGR)	Not Met
5	Student Engagement: In-Seat Attendance (ISA)	Not Met
6	Student Engagement: Re-Engaged Truant Students	Met
7	Student Engagement: Suspension Rate	Met
8	Postsecondary and Career Readiness: Social Emotional Learning	Not Met
9	Postsecondary and Career Readiness: Employment and Enrollment	Met
Goals	Maya Angelou PCS – YALC’s Charter Goals	Met?
1	Student Progress: Educational Functioning Level (EFL) Gains	Met
2	Student Achievement: General Educational Development (GED) Passage	Met
3	Workforce Readiness	Met
4	College and Career Readiness	Met
5	Student Engagement: ISA	Not Met
6	Leading Indicator: Retention	Met

As the table above reports, DC PCSB staff did not render a goals attainment determination for Maya Angelou PCS – Academy at DC Jail. The campus opened during the COVID-19 pandemic, in SY 2021 – 22. Per DC PCSB’s *COVID-19 Impact*

Policy,⁸ DC PCSB will not make a determination of goal attainment for campuses with one or fewer years of pre-pandemic data.⁹ Maya Angelou PCS – High School met five charter goals. It did not meet its graduation, writing, attendance, or social-emotional learning goals. Maya Angelou PCS – YALC met five goals; the campus did not meet its in-seat attendance goal.

DC PCSB staff determined that Maya Angelou PCS's goals performance does not warrant a condition for continuance. During the review period, Maya Angelou PCS – High School exceeded its student progress targets in reading and math. The campus also improved its six-year ACGR performance over the course of the review period, even exceeding the target in SY 2020 – 21 and coming within six tenths of the target in SY 2021 – 22. Additionally, Maya Angelou PCS – High School exceeded its ISA target in SY 2021 – 22. Maya Angelou PCS – YALC also improved its ISA performance during the review period. While Maya Angelou PCS – High School did not demonstrate improvement in its writing and social-emotional learning goals, DC PCSB staff has historically not recommended conditions for these measures.

DC PCSB staff also found the school has not committed a violation of law or a material violation of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Additional Academic Data

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from schools.¹⁰ For adult education schools, transitional goals include standard data collection, to the extent available, of adult basic education (ABE) and/or English as a Second Language (ESL) growth, secondary credential attainment, GED subject test passage, high-level certification attainment, in-seat attendance, and persistence. See Maya Angelou PCS - YALC's SY 2021 – 22 transitional goals performance on pages 26 through 28 of the attached Preliminary Charter Review Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22

⁸ For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁹ Per the *COVID-19 Impact Policy*, for schools with one or fewer years of charter goals data before the COVID-19 pandemic, DC PCSB staff will propose that its Board use transitional goals data to develop and impose improvement conditions as needed. However, DC PCSB will not consider conditions for Maya Angelou PCS – Academy at DC Jail because Maya Angelou PCS will cease operating the campus at the end of SY 2022 – 23.

¹⁰ See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

transitional goals data as supplemental evidence of school performance, but only if it helps the school.¹¹

The *COVID-19 Impact Policy* does not require alternative schools to submit additional transitional goals data beyond the “goals as outlined in their charter agreements.”¹² As such, there is no additional data to report for Maya Angelou PCS – Academy at DC Jail and Maya Angelou PCS – High School aside from their SY 2021 – 22 charter goals.

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Maya Angelou PCS campuses during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools’ environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See Maya Angelou PCS’s SY 2021 – 22 QSR performance on pages 12 through 14 of the attached Preliminary Charter Review Report.

Charter Review Standard

The SRA stipulates that DC PCSB “shall review [a school’s] charter at least once every [five] years.”¹³ As part of this review, DC PCSB must determine whether:

1. The school committed a violation of applicable law 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.¹⁴

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school’s charter, or grant the school a continuance.¹⁵

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school’s charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted

¹¹ See the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 6.

¹² *Ibid.*, p. 3.

¹³ D.C. Code § 38-1802.12(a)(3).

¹⁴ D.C. Code § 38-1802.13(a).

¹⁵ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.¹⁶

Background

Maya Angelou PCS began operation in 1998 under authorization from DC PCSB. The school currently educates 528 students across three campuses located in Ward 7.¹⁷

Per its mission, Maya Angelou PCS aims to:

create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional school settings, can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills that they need to build rewarding lives and promote positive change in their communities.

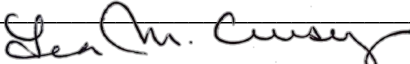
Notification

On March 9, 2023, DC PCSB staff notified Advisory Neighborhood Commissioners Patricia Williams (7C02) and Leonard Eugene Bishop (7F08) of the school's 25-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.¹⁸

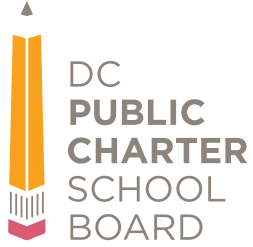
Attachment to this Proposal

Attachment A: Maya Angelou PCS 25-Year Preliminary Charter Review Report

Date: <u>April 24, 2023</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:

DC PCS Board Chair Signature: 

¹⁶ D.C. Code § 38-1802.13(b).
¹⁷ This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.
¹⁸ See the notice here: <http://bit.ly/42t2Uln>.



2022 – 23 25-Year Charter Review Report Maya Angelou Public Charter School

April 24, 2023

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

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BOARD VOTE AND KEY FINDINGS¹

Maya Angelou Public Charter School (PCS) ^{2,3}					
Review or Renewal	25-year charter review				
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Maya Angelou PCS – High School met five goals and did not meet four goals. Maya Angelou PCS – Young Adult Learning Center (YALC) met five goals and did not meet one goal. DC PCSB did not render a goals attainment determination for Maya Angelou PCS – Academy at DC Jail.				
Compliance	Maya Angelou PCS did not violate the law or materially violate its charter.				
Finance	Maya Angelou PCS did not commit fiscal mismanagement.				
Board Vote	The Board voted 6 – 0 to continue Maya Angelou PCS’s charter.				
Performance Management Framework (PMF) Outcomes ⁴					
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
Maya Angelou PCS – Academy at DC Jail ⁵	Not Applicable (NA)				
Maya Angelou PCS – High School ⁶	NA				
Maya Angelou PCS – YALC ⁷	Tier 2 ⁸	48.4%	NA ⁹		

¹ To request a text-only and/or a black and white version of this report, please contact communications@dcpccb.org.

² See the appendices to this report here: <https://bit.ly/3LjJBBw>.

³ See Maya Angelou PCS’s Charter Agreement and Amendments, Appendices A1 – A9.

⁴ See Maya Angelou PCS’s PMF scorecards, Appendices B1 – B4.

⁵ Maya Angelou PCS – Academy at DC Jail did not open until SY 2021 – 22. As such, there are no PMF data to report during the review period.

⁶ DC PCSB evaluates Maya Angelou PCS – High School according to the Alternative Accountability Framework (AAF), a framework designed for schools that serve high-need students. DC PCSB does not issue PMF scores or tiers for schools subject to the AAF.

⁷ DC PCSB evaluates Maya Angelou PCS – YALC according to the Adult Education (AE) PMF. In SY 2017 – 18, AE PMF schools could only earn a PMF Tier. In SY 2018 – 19, DC PCSB adopted a scoring model for AE PMF schools.

⁸ DC PCSB defines “Tier 2” as “mid-performing.”

⁹ As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”¹⁰ As such, DC PCSB conducted a 25-year charter review of Maya Angelou PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). Maya Angelou PCS operates three campuses, and each campus is subject to its own set of charter goals.

Maya Angelou PCS – High School has nine charter goals. Three measure student progress in reading, math, and writing. Six charter goals cover student achievement, college and career readiness, re-engagement, attendance, social-emotional learning, and discipline. Maya Angelou PCS – High School met five charter goals. It did not meet its graduation, writing, attendance, or social-emotional learning goals. Maya Angelou PCS – YALC has six charter goals that cover student achievement, college and career readiness, retention, attendance, and social-emotional learning. Out of the six goals, Maya Angelou PCS – YALC met five goals. The campus did not meet its in-seat attendance goal.

As the chart above reports, DC PCSB did not render a goals attainment determination for Maya Angelou PCS – Academy at DC Jail. The campus opened during the COVID-19 pandemic, in SY 2021 – 22. Per DC PCSB’s *COVID-19 Impact Policy*,¹¹ DC PCSB did not make a determination of goal attainment for campuses with one or fewer years of pre-pandemic data.

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.¹² Per the *COVID-19 Impact Policy*, for schools with one or fewer years of charter goals data before the COVID-19 pandemic, DC PCSB proposed that its Board use transitional goals data to develop and impose improvement conditions as needed. However, DC PCSB did not consider conditions for Maya Angelou PCS – Academy at DC Jail because Maya Angelou PCS will cease operating the campus at the end of in SY 2022 – 23.¹³

DC PCSB also determined that Maya Angelou PCS’s goals performance does not warrant a condition for continuance. During the review period, Maya Angelou PCS – High School exceeded its student progress targets in reading and math. The campus also improved its six-year ACGR performance over the course of the review period, even exceeding the target in SY 2020 – 21 and coming within six tenths of the target in SY 2021 – 22. Additionally, Maya Angelou PCS – High School exceeded its ISA target in SY 2021 – 22. Maya Angelou PCS – YALC also improved its ISA performance during the review period. While Maya Angelou

¹⁰ D.C. Code § 38-1802.12(a)(3).

¹¹ For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

¹² See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

¹³ DC PCSB approved Maya Angelou PCS to operate Maya Angelou PCS – Academy at DC Jail in SY 2021 – 22 and SY 2022 – 23.

PCS – High School did not demonstrate improvement in its writing and social-emotional learning goals, DC PCSB has historically not recommended conditions for these measures.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

At its public board meeting on April 24, 2023, the DC PCSB Board voted 6 – 0 to continue the Maya Angelou PCS's charter.

The following report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

SCHOOL BACKGROUND

Maya Angelou PCS			
Year Opened	1998 – 99	Ward(s)	7
Number of Campuses	3	Year(s) of Previous Review	2003 – 04, 2008 – 09, 2012 – 13, and 2017 – 18
Current Enrollment Ceiling	550	Current Enrollment	528 ¹⁴
Current Grade Span by Campus			
Maya Angelou PCS – Academy at DC Jail	Maya Angelou PCS – High School	Maya Angelou PCS – YALC	
Alternative	Alternative	Adult	
Mission Statement			
Maya Angelou PCS’s mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional school settings, can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills that they need to build rewarding lives and promote positive change in their communities.			

School Overview

Maya Angelou PCS began operation in 1998 under authorization from DC PCSB. The school is a subsidiary nonprofit corporation of The See Forever Foundation, which aims to create educational opportunities for students “who have not succeeded in traditional schools.”¹⁵ As such, Maya Angelou PCS aims to serve opportunity youth, which the school defines as “those who are disconnected from school and work and need meaningful opportunities to reconnect them to bountiful futures.”¹⁶

The local education agency (LEA)¹⁷ initially enrolled students in grades 9 – 12 at one high school campus, Maya Angelou PCS – Shaw. In SY 2004 – 05, Maya Angelou PCS opened a second high school campus, Maya Angelou PCS – Evans High School (HS).¹⁸ In SY 2010 – 11, the LEA consolidated its high school campuses in under the Maya Angelou PCS – Evans HS moniker. In SY 2006 – 07, Maya Angelou PCS grew again, this time opening a middle school campus, Maya Angelou PCS – Evans Middle School (MS).¹⁹ In SY 2012 – 13, Maya Angelou PCS elected to close Maya Angelou – Evans MS after the campus failed to meet its charter goals.²⁰ That same year, the LEA expanded again, opening an AE campus, Maya Angelou

¹⁴ This enrollment data is based on preliminary, unvalidated data as of October 5, 2022.

¹⁵ For details on The See Forever Foundation, see: <https://bit.ly/3LS41C7>.

¹⁶ See Maya Angelou PCS’s 2020 – 21 Annual Report, Appendix C, p. 3.

¹⁷ An “LEA” is any individual or group of public charter schools operating under a single charter.

¹⁸ See DC PCSB’s May 2004 Maya Angelou PCS Expansion Proposal, Appendix D.

¹⁹ See DC PCSB’s July 2011 Maya Angelou PCS New Location Proposal, Appendix E.

²⁰ See Maya Angelou PCS’s Renewal Application, Appendix A1, p. 3.

PCS – YALC,²¹ for students aged 17 – 24.²² In 2021, the LEA contracted with the DC Department of Corrections (DOC) to operate at the DC Jail on an emergency basis. Correspondingly, DC PCSB approved the LEA to open Maya Angelou PCS – Academy at DC Jail for incarcerated students in grades 9 – 12.²³ DC PCSB approved the LEA to operate Maya Angelou PCS – Academy at DC Jail in SY 2021 – 22 and SY 2022 – 23.

In 2016,²⁴ DC PCSB designated Maya Angelou PCS – High School as an alternative school to be evaluated under DC PCSB’s Alternative Accountability Framework (AAF).²⁵ In 2023, DC PCSB approved Maya Angelou PCS – Academy at DC Jail to operate under the AAF as well.²⁶

In 2021, DC PCSB approved Maya Angelou PCS to offer virtual and in-person instruction at Maya Angelou PCS – High School, enabling the campus to expand academic options to meet students’ needs.²⁷ Maya Angelou PCS also operates a residential program, which aims to provide students a “safe, supportive, and structured environment.”²⁸ During SY 2021 – 22, 25 students participated in the residential program.²⁹

Enrollment and Demographic Data

The tables below show the LEA's enrollment history.³⁰

Maya Angelou PCS					
School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
Audited Enrollment ³¹	306	365	369	370	470
Enrollment Projections ³²	338	350	330	345	325
Enrollment Ceiling ³³	550	550	550	550	550

²¹ See DC PCBS’s July 2011 Maya Angelou PCS New Location Proposal, Appendix E.
²² See Maya Angelou PCS’s 20-year Review Report, Appendix F, p. 4.
²³ See Maya Angelou PCS’s July 2022 Campus Extension Facility Amendment, Appendix A9.
²⁴ See DC PCSB’s 2016 AAF Eligibility Board Proposal, Appendix G1.
²⁵ See DC PCSB’s AAF designation criteria in the SY 2019 – 20 *PMF Policy & Technical Guide* here: <https://bit.ly/3NRfzae>.
²⁶ See DC PCSB’s February 2023 AAF Eligibility Board Proposal, Appendix G2.
²⁷ See Maya Angelou PCS’s July 2021 Virtual Progaming Amendment, Appendix A7.
²⁸ See Maya Angelou PCS’s 2021 – 22 Annual Report, Appendix H, p. 9.
²⁹ Ibid.
³⁰ The “-” symbol notes campuses that do not serve the corresponding grades or student group(s).
³¹ The Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in the District.
³² Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The enrollment projections displayed are determined by DME and DC PCSB and may be different than the LEA’s projections.
³³ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive per pupil funding for each school year.

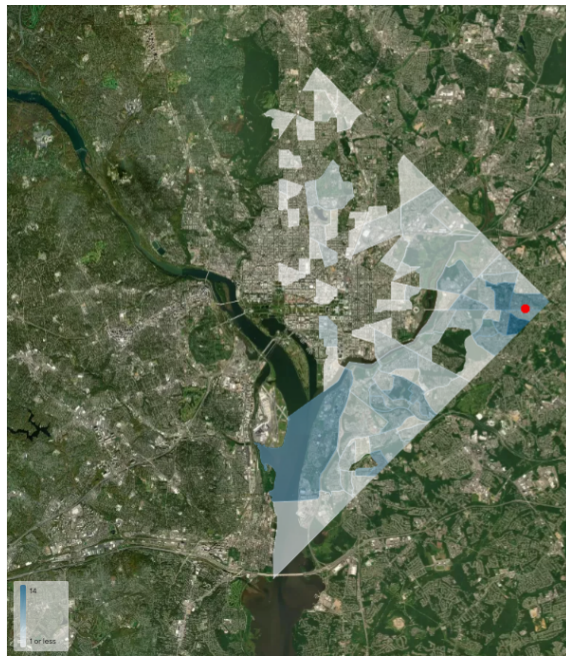
School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
Maya Angelou PCS – Academy at DC Jail					
Alternative	–	–	–	–	31
Maya Angelou PCS – High School					
Alternative	170	201	192	178	168
Maya Angelou PCS – YALC					
Adult	136	164	177	192	271

The maps below show where SY 2021 – 22 Maya Angelou PCS – High School and Maya Angelou PCS – YALC students live in relation to each campus, which is marked by a red dot. The blue gradient represents the density of students. As the maps show, the school enrolls students from every ward in the District, though most students come from Wards 7 and 8.

Maya Angelou PCS – High School



Maya Angelou PCS – YALC



The table below shows the LEA's SY 2021 – 22 student demographics.

Student Group	Percentage Enrolled
At-Risk Students ³⁴	NA ³⁵
English Learners ³⁶	0.2%
Students with Disabilities (SWD) ³⁷	16.4%
American Indian or Alaska Native	— ³⁸
Asian	—
Black or African American	96.7%
Hispanic/Latino	1.2%
Multiracial	—
Native Hawaiian or Other Pacific Islander	—
White	0.8%

School Climate

The charts below report Maya Angelou PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW),³⁹ and in-seat attendance (ISA) rates.⁴⁰ Where applicable, DC PCSB presents these measures by student groups and compares them to the relevant student groups within the DC public charter sector.⁴¹ These data do not factor into DC PCSB's continuance recommendation. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.⁴²

³⁴ D.C. Code § 38–2901(2A) defines “at-risk” as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District’s foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.

³⁵ OSSE, the agency responsible for producing DC’s annual audited enrollment and demographic data, recognizes Maya Angelou PCS – High School and Maya Angelou PCS – Academy at DC Jail as alternative programs. OSSE does not assign the “at-risk” designation to students enrolled in alternative programs. Similarly, OSSE does not assign the “at-risk” designation to adult students, including students enrolled at Maya Angelou PCS – YALC.

³⁶ English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.

³⁷ SWD are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive. For the purpose of demographic data, DC PCSB counts any student who was identified as SWD through the year in the final calculation.

³⁸ The “—” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

³⁹ The school climate section does not report on MYW for Maya Angelou PCS – YALC.

⁴⁰ The school climate section does not report on Maya Angelou PCS – Academy at DC Jail.

⁴¹ Student group designations do not apply to Maya Angelou PCS – YALC.

⁴² The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail Maya Angelou PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.⁴³

Key for OSS and MYW Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	24.6%	n < 10	34.3%
AAF Sector		10.1%	0.0%	11.8%

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate		
Maya Angelou PCS – YALC	Adult	5.0%
AE Charter Sector		0.5%

SY 2019 – 20 Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	13.4%	n < 10	15.6%
AAF Sector		7.3%	0.0%	7.3%

SY 2019 – 20 Average OSS Rate		
Maya Angelou PCS – YALC	Adult	2.3%
AE Charter Sector		0.5%

outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, rates for SY 2019 – 20 include data from August 2019 through February.

⁴³ For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Maya Angelou PCS, is too small to report.

SY 2021 – 22 Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	7.6%	n < 10	6.8%
AAF Sector		3.3%	0.0%	4.4%

SY 2021 – 22 Average OSS Rate				
Maya Angelou PCS – YALC	Adult	0.0%		
AE Charter Sector		0.0%		

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Maya Angelou PCS – High School's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	12.6%	n < 10	15.7%
AAF Sector		25.4%	9.0%	13.5%

SY 2019 – 20 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	20.1%	n < 10	25.0%
AAF Sector		21.6%	2.9%	10.1%

SY 2020 – 21 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	16.4%	n < 10	18.0%
AAF Sector		24.5%	0.0%	9.0%

SY 2021 – 22 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	17.8%	n < 10	15.3%
AAF Sector		26.0%	7.7%	12.0%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Maya Angelou PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	67.4%	n < 10	65.9%
AAF Sector		74.1%	84.3%	79.5%

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rate				
Maya Angelou PCS – YALC	Adult	48.6%		
AE Charter Sector		67.2%		

SY 2019 – 20 Average ISA Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	57.4%	n < 10	54.6%
AAF Sector		72.8%	85.2%	79.3%

SY 2019 – 20 Average ISA Rate		
Maya Angelou PCS – YALC	Adult	54.0%
AE Charter Sector		70.4%

SY 2020 – 21 Average ISA Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	57.7%	n < 10	52.9%
AAF Sector		68.9%	81.6%	72.9%

SY 2020 – 21 Average ISA Rate		
Maya Angelou PCS – YALC	Adult	64.9%
AE Charter Sector		71.1%

SY 2021 – 22 Average ISA Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Maya Angelou PCS – High School	Alternative	69.8%	n < 10	66.0%
AAF Sector		70.8%	70.8%	73.6%

SY 2021 – 22 Average ISA Rate		
Maya Angelou PCS – YALC	Adult	61.8%
AE Charter Sector		43.4%

Qualitative Site Review (QSR)

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.⁴⁴ During SY 2021 – 22, in anticipation of this review, DC PCSB conducted QSR visits at Maya Angelou PCS campuses.^{45, 46} In the classroom environment domain, observers noted that

⁴⁴ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁴⁵ During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a campus's core content classes. The QSR team also observed electives when the coursework was an essential part of the school's mission. See Maya Angelou PCS's 2022 QSR Reports, Appendices 11 – 13.

⁴⁶ Due to the unique nature of Maya Angelou PCS – Academy at DC Jail's program, DC PCSB did not follow its standard QSR process. See footnotes 47 and 48 for additional information.

interactions between teachers and students reflected genuine warmth and care. Teachers spoke respectfully to students, encouraged participation, and complimented students when they gave correct responses. At Maya Angelou PCS – YALC, teachers frequently asked about students’ lives outside of school, including inquiring about their families, mental health, and jobs. At Maya Angelou PCS – Academy at DC Jail, students followed established guidelines for behavior and had positive interactions with teachers and classmates.

In the instruction domain, observers noted that across campuses, teachers assessed students’ understanding using a variety of methods and often gave specific feedback. Additionally, teachers clearly and accurately explained content, while also using academic vocabulary that was appropriate and suited to the lesson. At Maya Angelou PCS – High School, teachers primarily asked questions that led students along a single path of inquiry resulting in limited academic discussions. Furthermore, student engagement was mixed and largely passive. At Maya Angelou PCS – YALC, teachers used open-ended questions designed to promote critical thinking and many students frequently contributed to discussions. Students also put forth strong effort to complete all tasks.

After conducting unannounced observations,⁴⁷ the QSR team rates the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Maya Angelou PCS classrooms, by campus, the QSR team rated as proficient or distinguished in each domain.⁴⁸ It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain. Maya Angelou PCS – High School was the only alternative public charter school to receive a QSR score in SY 2021 – 22; as such, there are no QSR averages to compare the campus against.

Campus/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Maya Angelou PCS – High School	89.0%	53.0%
Average score for alternative public charter schools	NA	
Maya Angelou PCS – YALC	100%	92.0%
Average score for AE public charter schools	99.0%	89.0%

⁴⁷ DC PCSB also conducted announced observations at Maya Angelou PCS – Academy at DC Jail due to security reasons.

⁴⁸ DC PCSB did not score observations at Maya Angelou PCS – Academy at DC Jail.

Maya Angelou PCS – YALC scored above average in both domains compared to other AE public charter schools that received a QSR during SY 2021 – 22.

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments Maya Angelou PCS – High School students received. Evaluators used TNTP's *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.⁴⁹ Upon review, evaluators rated each assignment as "sufficient," "minimal," or "no opportunity," describing the opportunity students had to meaningfully engage in worthwhile grade-level content.⁵⁰

All the five ELA samples Maya Angelou PCS – High School submitted received an overall rating of "no opportunity." These assignments did not reach the full depth of the targeted grade-level standards and students did not have the opportunity to use their personal voice or connect academics to real-world contexts.

All the five math samples Maya Angelou PCS – High School submitted received an overall rating of "no opportunity." These assignments did not align to grade-appropriate standards and thus did not allow students to engage in critical mathematical practices. Additionally, these assignments did not allow students to connect academics to real-world contexts.

Previous Charter Reviews

Five-Year Review

In SY 2003 – 04, DC PCSB conducted a five-year review of Maya Angelou PCS.⁵¹ DC PCSB determined the school met five out of seven academic targets and three of four non-academic performance standards. In February 2004, DC PCSB voted to continue the school's charter with the following conditions:⁵²

- Develop internal assessments for reading and math subject areas that are aligned with the school's curriculum and standards.
- Provide a plan to address data collection efforts, to include identification of a staff person(s) responsible for collecting and reporting data (which may include developing assessments), and identification of the types of data to be collected.

⁴⁹ See the protocol here: <https://bit.ly/3PfyLKH>. TNTP designed the tool for kindergarten – 12 programs; accordingly, DC PCSB did not review assignments from Maya Angelou PCS – Academy at DC Jail or Maya Angelou PCS – YALC using this protocol.

⁵⁰ Specifically, assignments that satisfied TNTP's *Assignment Review Protocol* criteria were deemed "sufficient." Assignments that partially satisfied the criteria were deemed "minimal." Assignments that did not satisfy the criteria were deemed "no opportunity."

⁵¹ See Maya Angelou PCS's Five-Year Review Report, Appendix J.

⁵² See DC PCSB's February 2004 Letter of Continuance to Maya Angelou PCS, Appendix K.

- Present evidence of timely professional development provided to teachers, and/or a planned schedule of professional development activities, related to the school curriculum and new assessments in reading and math.
- Provide documentation of its process for the random selection of students for admissions that complies with the DC School Reform Act of 1995, as amended.
- Submit documentation of your student discipline policy, which includes an appeals process for disciplinary actions.

10-Year Review

In SY 2008 – 09, DC PCSB conducted a 10-year review of Maya Angelou PCS.⁵³ DC PCSB determined that the school did not meet all of its academic standards. The school met two of the four non-academic performance standards. In February 2009, DC PCSB issued a conditional continuance, asking the school to fulfill conditions related to improving data collection, curriculum, and professional development.⁵⁴

15-Year Renewal

In SY 2012 – 13, DC PCSB conducted a 15-year renewal of Maya Angelou PCS.⁵⁵ At the time of renewal, Maya Angelou PCS operated Maya Angelou PCS – Evans MS, Maya Angelou PCS – Evans HS, and Maya Angelou PCS – YALC.⁵⁶ DC PCSB determined Maya Angelou PCS – Evans HS met the standard for renewal. Per the renewal report, Maya Angelou PCS – Evans MS failed to meet the renewal standard,⁵⁷ causing the school’s board and DC PCSB to close the campus. In August 2013, DC PCSB voted to renew Maya Angelou PCS’s charter for another 15-year term.

20-Year Review

In SY 2017 – 18, DC PCSB conducted a 20-year review of Maya Angelou PCS and found the school met the standard for charter continuance.⁵⁸ DC PCSB determined Maya Angelou PCS – YALC met three goals, substantially met one goal, and did not meet two. Maya Angelou PCS – High School substantially met six goals and did not meet three. The review report also noted that the DC PCSB Qualitative Site Review team observed: “evidence that the [Maya Angelou PCS – YALC campus] was meeting its mission and goals.”⁵⁹ In February 2018, DC PCSB voted to conditionally continue Maya Angelou PCS.

⁵³ See Maya Angelou PCS’s 10-Year Review Report, Appendix L.

⁵⁴ See DC PCSB’s February 2009 Letter of Continuance to Maya Angelou PCS, Appendix M.

⁵⁵ See Maya Angelou PCS’s 15-Year Renewal Report, Appendix N.

⁵⁶ DC PCSB did not factor Maya Angelou PCS – YALC’s performance into Maya Angelou PCS’s 15-year charter renewal analysis because the campus had only been in operation for one school year during the LEA’s renewal.

⁵⁷ Maya Angelou PCS – Evans Middle School failed to meet three goals related to academic performance, attendance, and discipline. See Maya Angelou PCS’s 15-Year Renewal Report, Appendix N, p. 5.

⁵⁸ See Maya Angelou PCS’s 20-year Renewal Report, Appendix O.

⁵⁹ *Ibid.*, p. 29.

Notice of Concern

In April 2022, Maya Angelou PCS received a Notice of Concern for failing the Mystery Caller Initiative,⁶⁰ which is a part of DC PCSB's *Open Enrollment Policy*.⁶¹ In June 2022, DC PCSB lifted this Notice of Concern based on the school's improved *Open Enrollment Policy* compliance.⁶²

Communication with the School

In September 2021,⁶³ DC PCSB Board members and staff met with Maya Angelou PCS board members and staff to discuss Maya Angelou PCS's goal attainment ahead of the LEA's 25-year review. During the meeting, Maya Angelou PCS shared its progress in meeting its goals, acknowledging its efforts to implement new assessments to measure socio-emotional learning and writing goals. Maya Angelou PCS then provided an update on its programming at Maya Angelou PCS – High School, sharing the LEA's efforts in hiring staff and collaborating with government agencies. DC PCSB encouraged the school to maintain an open line of communication with DC PCSB staff.

In July 2022, DC PCSB staff met with members of Maya Angelou PCS staff to discuss the school's 25-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

⁶⁰ In the Mystery Caller Initiative, DC PCSB staff calls every campus anonymously and asks questions about the enrollment process for a student with a disability or an English learner. If a campus gives an inappropriate answer, staff calls a second time to determine if the possible violation was a one-off issue or indicative of a systemic problem. Schools that fail both rounds are eligible to receive a Notice of Concern.

⁶¹ See DC PCSB's *Open Enrollment Policy* for details here: <https://bit.ly/3vmIzOU>.

⁶² See DC PCSB June 2022 Maya Angelou PCS Lift Mystery Caller Notice of Concern Proposal, Appendix P.

⁶³ See DC PCSB's September 2021 follow-up letter to Maya Angelou PCS, Appendix Q.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."⁶⁴ As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, 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.⁶⁵

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.⁶⁶

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.⁶⁷

⁶⁴ D.C. Code § 38-1802.12(a)(3).

⁶⁵ D.C. Code § 38-1802.13(a).

⁶⁶ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁶⁷ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school’s charter or charter amendment.

In September 2017,⁶⁸ Maya Angelou PCS amended its Charter Renewal Agreement, setting specific targets for its goals and academic achievement expectations. The school amended its charter goals again in September 2020,⁶⁹ modifying Maya Angelou PCS – High School’s writing assessment and revising Maya Angelou PCS – YALC’s business rules.

The chart below reports whether Maya Angelou PCS met its charter goals. The text for each goal, along with DC PCSB’s corresponding determination, follows the chart. This section ends with a review of supplemental academic data, separate and apart from the school’s charter goals, and a narrative from the school regarding the effects of the COVID-19 pandemic on SY 2020 – 21.⁷⁰

Goals	Maya Angelou PCS – Academy at DC Jail’s Charter Goals	Met?
Satisfaction of Memorandum of Agreement with DOC		Unable to Determine
Goals	Maya Angelou PCS – High School’s Charter Goals	Met?
1	Student Progress: Reading	Met
2	Student Progress: Math	Met
3	Student Progress: Writing	Not Met
4	Student Achievement: 6-Year ACGR	Not Met
5	Student Engagement: ISA	Not Met
6	Student Engagement: Re-Engaged Truant Students	Met
7	Student Engagement: Suspension Rate	Met
8	Postsecondary and Career Readiness: Social Emotional Learning	Not Met
9	Postsecondary and Career Readiness: Employment and Enrollment	Met

⁶⁸ See Maya Angelou PCS’s September 2017 Charter Goals Amendment, Appendix A2.

⁶⁹ See Maya Angelou PCS’s September 2020 Charter Goals Amendment, Appendix A6.

⁷⁰ Per the *COVID-19 Impact Policy*, DC PCSB will include relevant written narrative and context from the school when SY 2020 – 21 goal data is publicly reported. See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

Goals	Maya Angelou PCS – YALC’s Charter Goals	Met?
10	Student Progress: Educational Functioning Level (EFL) Gains	Met
11	Student Achievement: General Educational Development (GED) Passage	Met
12	Workforce Readiness	Met
13	College and Career Readiness	Met
14	Student Engagement: ISA	Not Met
15	Leading Indicator: Retention	Met

Maya Angelou PCS – Academy at DC Jail’s Goal Determinations

As stated previously in this report, Maya Angelou PCS – Academy at DC Jail opened in SY 2021 – 22. Per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB will not make a determination of goal attainment for campuses with one or fewer years of pre-pandemic data.

Additionally, Maya Angelou PCS will cease operating the campus at the end of SY 2022 – 23. In lieu of standard data reporting, DC PCSB asked Maya Angelou PCS to respond to the following prompts to provide more context regarding outcomes, accomplishments and obstacles encountered during the campus’s first year of operation:

Provide the total number of students served in SY 2021 – 22:

Maya Angelou PCS – Academy at DC Jail began operations on October 1, 2021, and served a total number of 72 students between October 2021 and August 2022.

Provide the number of eligible residents/scholars that obtained a standard diploma or IEP certificate of completion:

Maya Angelou PCS – Academy at DC Jail graduated 15 scholars with a standard high school diploma in SY 2021 – 22.

Provide an overview of methods used for tracking and reporting student progress, as well as successes of and/or obstacles to the delivery of services:

Maya Angelou PCS – Academy at DC Jail utilizes progress monitoring from Star Renaissance in reading and math three times per year, classwork on a weekly basis, and IEP goals annually. Teachers also utilize classroom observations and student conferences to gauge progress and any other support scholars may need to be successful. Some of the obstacles we have encountered are logistical movement throughout the secure facility, as well as students being moved to different units (restrictive housing), and incidents on the unit that interfere with instruction.

While we appreciate the partnership with the various DC Government agencies who share in the responsibility for providing exceptional learners with educational services, we did face a number of technical challenges regarding appropriate levels of funding given the school context and timely delivery of funds to our organization

Summarize notable accomplishments from the first year of operation:

Some notable accomplishments include graduating the largest number of students from DC Jail, staffing up enough to deliver education services in-person in at least 13 separate areas of the jail on both the CTF (therapeutic portion of the facility) and CDF (maximum security portion of the facility) sides, improving special education compliance by approximately 80.0%, obtaining accurate records for all scholars and placing them in the correct classes, developing an intensive credit recovery program via the intranet, creating a summer school schedule that allowed students the opportunity to earn one full credit, establishing a relationship with a tutoring organization with onsite tutors, and creating a system that allows for students in restrictive housing to access classroom instruction via video and video recordings. Additionally, our school staff and data staff worked to create systems in order to conduct intake and enroll eligible scholars in a timely manner.

Summarize lessons learned from the first year of operation:

The first and most important lesson is flexibility within a secure facility. We need to be able to modify lessons, change locations of services, adapt different teaching styles, and how we deliver instruction. Another lesson we learned was how valuable it was to build relationships with Department of Corrections staff, both administrative and on-the-ground. This relationship aids in problem solving on ground issues such as student availability to the staff as well as spatial challenges i.e., classroom space and space on certain units.

In the space below, provide any additional, relevant context not captured in the reporting above:

Per the invitation of the Deputy Mayor for Education's Office and the Office of the State Superintendent of Education, Maya participated in the DC Government's Justice-Involved Youth Education Task Force in Fall 2022. Our organization played an active role in helping our colleagues solve the issue of which agency or entity should become the LEA for a school at DC Jail. As of March 2023, the Department of Corrections will serve as the public agency responsible for a free and appropriate public education for eligible students in the facility beginning Fall 2023.

Key for Charter Goals Charts	
Green	Equal to or greater than the target
Red	Less than the target
Blue	Data not available (NA) or data not used for goal determination ⁷¹
Grey	n < 10; the number of test takers (n-size) is less than 10

Maya Angelou PCS – High School Goal Determinations

1. Student Progress: Reading

50.0% of students in grades 9 – 10 will meet their assigned growth reading targets in school years 1 – 5, 60.0% in school years 6 – 14, and 70.0% in school years 15 – 19.

The chart below shows the school’s performance on this goal.

Student Progress: Reading										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	77.5%	50.0%	78.7%	60.0%	NA				60.9%	60.0%
n-size	71		75		NA				64	

Determination: Maya Angelou PCS – High School met this goal.

2. Student Progress: Math

50.0% of students in grades 9 – 10 will meet their assigned growth targets in math in school years 1 – 5, 60.0% in school years 6 – 14, and 70.0% in school years 15 – 19.

The chart below shows the school’s performance on this goal.

⁷¹ Per the *COVID-19 Impact Policy*, schools will be assessed on goal attainment using data prior to the COVID-19 pandemic. DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Furthermore, DC PCSB reports SY 2020 – 21 and SY 2021 – 22 data as it pertains to goals, but it does not assess whether the school met its targets in those years. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>

Student Progress: Math										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	78.9%	50.0%	77.6%	60.0%	NA				61.4%	60.0%
n-size	71		76		NA				70	

Determination: Maya Angelou PCS – High School met this goal.

3. Student Progress: Writing

40.0% of students in grades 9 – 10 will meet their assigned growth targets in writing in school years 2 – 5, 60.0% in school years 6 – 10, and 70.0% in school years 11 – 15.

The chart below shows the school's performance on this goal.

Student Progress: Writing										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	23.5%	40.0%	24.2%	60.0%	NA				24.6%	60.0%
n-size	51		62		NA				67	

Determination: Maya Angelou PCS – High School did not meet this goal.

4. Student Achievement: 6-Year ACGR

70.0% of students will graduate high school in six years.

6-Year ACGR										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	56.2%	70.0%	68.6%	70.0%	NA		73.2%	70.0%	69.4%	70.0%
n-size	76		70		NA		82		62	

Determination: Maya Angelou PCS – High School did not meet this goal.

It is important to note the school exceeded the target in SY 2020 – 21, and nearly met it in SY 2021 – 22.

5. Student Engagement: In-Seat Attendance

For SY 2013 – 14 to SY 2018 – 19, 85.0% in-seat attendance rate; For SY 2019 – 20 and beyond, 65.0% in-seat attendance rate.

The chart below shows the school's performance on this goal.

In-Seat Attendance										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	68.7%	85.0%	69.0%	85.0%	NA		59.9%	65.0%	69.9%	65.0%

Determination: Maya Angelou PCS – High School did not meet this goal.

It is important to note the school exceeded the target in SY 2021 – 22.

6. Student Engagement: Re-Engaged Truant Students

20.0% of truant students and/or students with a history of truancy will be re-engaged to attend Maya Angelou Public Charter High School or the Maya Adult Charter School.

The chart below shows the school's performance on this goal.

Re-Engaged Truant Students										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	55.2%	20.0%	62.2%	20.0%	NA		37.0%	20.0%	46.9%	20.0%
n-size	87		74		NA		46		49	

Determination: Maya Angelou PCS – High School met this goal.

7. Student Engagement: Suspension Rate

Fewer than 30.0% of students will receive an out-of-school suspension in years 1 – 5; fewer than 25.0% will receive an out-of-school suspension in years 6 – 15.

The chart below shows the school's performance on this goal.

Suspension Rate										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	22.4%	30.0%	24.4%	25.0%	NA		0.0%	25.0%	8.9%	25.0%
n-size	170		201		NA		178		168	

Determination: Maya Angelou PCS – High School met this goal.

8. Postsecondary and Career Readiness: Social Emotional Learning

At least 60.0% of students will score in the average range or better on at least two of three post-test measures on the Resiliency Scale for Children and Adolescents (RSCA) in years 1 – 5; 65.0% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6 – 15.

The chart below shows the school's performance on this goal.

Social Emotional Learning										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	50.9%	60.0%	48.1%	65.0%	NA				43.0%	65.0%
n-size	116		106		NA				79	

Determination: Maya Angelou PCS – High School did not meet this goal.

9. Postsecondary and Career Readiness: Employment and Enrollment

75.0% of exiting graduates will enter the workforce or enter postsecondary education one year after high school graduation.

Employment and Enrollment										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22 ⁷²	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	77.8%	75.0%	84.4%	75.0%	NA					
n-size	54		45		NA					

Determination: Maya Angelou PCS – High School met this goal.

Maya Angelou PCS – YALC’s Charter Goal Determinations

10. Student Progress: EFL Gains⁷³

50.0% of pre- and post-testing students will make one or more EFL gain by the end of the program year.

The chart below shows the school's performance on this goal.

⁷² Per the COVID-19 Impact Policy, DC PCSB did not require AE schools to submit SY 2021 – 22 college and career readiness data. However, Maya Angelou PCS – High school submitted its SY 2021 – 22 Employment and Enrollment to DC PCSB. The school exceeded the 75.0% target for this charter goal in SY 2021 – 22.

⁷³ The AE PMF measures EFL gains “based on the subject on which each student had the lowest pre-test” for student progress measures. For details, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/2D2lvqc>.

EFL Gains										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	57.9%	50.0%	56.3%	50.0%	NA		NA		46.5%	50.0%
n-size	152		158		NA		NA		155	

Determination: Maya Angelou PCS – YALC met this goal.

11. Student Achievement: GED Passage

65.0% of students will pass the official GED exam.

The chart below shows the school's performance on this goal.

GED Passage										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	79.2%	65.0%	69.0%	65.0%	NA				53.3%	65.0%
n-size	24		29		NA				30	

Determination: Maya Angelou PCS – YALC met this goal.

12. Workforce Readiness

50.0% of students exiting a workforce program will attain the relevant credential (e.g., National Work Readiness Credential, HBI-PACT Certification, OSHA-10 Certification, and LashTech Certification).

The chart below shows the school's performance on this goal.

Workforce Readiness										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	52.3%	50.0%	65.3%	50.0%	NA				80.8%	50.0%
n-size	80		49		NA				26	

Determination: Maya Angelou PCS – YALC met this goal.

13. College and Career Readiness

70.0% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter post-secondary education.

The chart below shows the school's performance on this goal.

College and Career Readiness										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22 ⁷⁴	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	74.0%	70.0%	82.0%	70.0%	NA		84.6%	70.0%	NA	
n-size	50		50				26			

Determination: Maya Angelou PCS – YALC met this goal.

14. Student Engagement: In-Seat Attendance

65.0% In-Seat Attendance

The chart below shows the school's performance on this goal.

In-Seat Attendance										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	51.5%	65.0%	47.6%	65.0%	NA		65.1%	65.0%	61.9%	65.0%

Determination: Maya Angelou PCS – YALC did not meet this goal.

It is important to note the school exceeded the target in SY 2020 – 21.

15. Leading Indicator: Retention

60.0% retention rate of students that pre- and post-test.

The chart below shows the school's performance on this goal.

Retention										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	81.2%	60.0%	75.1%	60.0%	NA		64.3%	60.0%	64.6%	60.0%
n-size	191		221				213		240	

Determination: Maya Angelou PCS – YALC met this goal.

Transitional Goals Data

⁷⁴ Per the COVID-19 Impact Policy, DC PCSB did not require AE schools to submit SY 2021 – 22 college and career readiness data. Maya Angelou PCS – YALC submitted its SY 2021 – 22 workforce or enter post-secondary education outcomes. However, the n-size was less than 10.

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.⁷⁵ For AE schools, transitional goals include standard data collection, to the extent available, of adult basic education (ABE) and/or ESL growth, secondary credential attainment, GED subject test passage, high-level certification attainment, in-seat attendance, and persistence.⁷⁶ The *COVID-19 Impact Policy* does not require alternative schools to submit additional transitional goals data. As such, transitional goals data for Maya Angelou PCS – High School are the school’s data as outlined in their charter agreement.⁷⁷ DC PCSB did not collect transitional goals data for Maya Angelou – Academy at DC Jail. The charts below show Maya Angelou PCS – YALC’s overall and student group performance on each transitional goals measure, excluding high-level certification attainment.⁷⁸

Educational Functioning Level (EFL) Growth on TABE by Student Group

Student Group	2021 – 22 ABE Educational Gain Rates	
	n-size	Rate
All Students	163	64.4%
Black or African American	160	64.4%
Hispanic/Latino	n < 10	
Other Races	n < 10	
Female	88	69.3%
Male	75	58.7%

Secondary Credential Attainment by Student Group

Student Group	2021 – 22 Secondary Credential Attainment Rates	
	n-size	Rate
All Students	28	57.1%
Black or African American	26	57.7%
Hispanic/Latino	n < 10	
Female	15	40.0%
Male	13	76.9%

GED Subject Test Passage by Student Group

Student Group	2021 – 22 GED Subject Test Passage Rates	
	n-size	Rate
All Students	126	74.6%
Black or African American	118	73.7%

⁷⁵ See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁷⁶ Persistence captures the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction.

⁷⁷ Refer to the above tables on pages 21 – 24 for Maya Angelou PCS – High School’s SY 2021 – 22 data.

⁷⁸ The school does not offer high-level certification programs.

Student Group	2021 – 22 GED Subject Test Passage Rates	
	n-size	Rate
Hispanic/Latino	n < 10	
Female	66	63.6%
Male	60	86.7%

ISA

2021 – 22 ISA Rate
61.9%

Persistence

2021 – 22 Persistence Rate
62.3%

Additional Context

In Spring 2021, through the *COVID-19 Impact Policy*, DC PCSB staff asked schools with mission-specific charter goals to respond to two prompts to better understand the impact of the COVID-19 pandemic on SY 2020 – 21 and schools’ responses. See DC PCSB staff’s prompts and Maya Angelou PCS’s responses below.

Question 1: Briefly describe how you adjusted programming to meet the needs of your students.

Maya Angelou PCS reported the following: Our school pivoted operations quickly to ensure that students had access to high-quality education during the pandemic. During the 2020-21 school year, most students engaged in virtual instruction with a newly designed curriculum and were provided computer and internet access, if needed, to participate fully. [Maya Angelou PCS] administered all school-based assessments that had been administered in previous years; most students took these tests remotely, but students were offered the opportunity to test in person if they wished. Several students with disabilities attended school in person on designated days to receive services that were not offered online and were offered the opportunity to take school assessments on these days. Due to the wide-ranging impacts of the pandemic, our school focused heavily on its wrap-around services. The clinical counseling team provided virtual counseling services to students to support their mental health needs. In addition, our student support teams worked closely with students and families to help overcome barriers to attendance and improve engagement levels by implementing a wide variety of strategies, including conducting frequent outreach (phone calls, home visits), hosting student town halls, and leading virtual student success conferences. Additional strategies were also implemented to support students’ academic needs, including but not limited to, one-to-one tutoring, Saturday School, and student data conferences.

Question 2: Briefly describe your school's biggest challenges this school year.

Maya Angelou PCS reported the following: The biggest obstacles our schools faced this year include the disengagement and displacement of students. As schools serving an alternative population, many of our students have multiple risk factors and have faced traumas in the past. The pandemic compounded these issues and resulted in significant impacts on their ability to engage with school and learning and teaching consistently. Many students and their families became unreachable, even with a wide variety of outreach strategies, and others were present but had lower levels of performance. Many students joined the workforce to support their families during this challenging time, and others missed school due to parenting young children and not having alternative options for childcare. Furthermore, many students lost loved ones due to COVID or were caring for others in the household who were sick. We firmly believe that the pandemic greatly impacted the social, emotional, and academic well-being of our students, and the ramifications will be felt for many years.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a 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."⁷⁹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Maya Angelou PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁸⁰

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports the Office of the State Superintendent of Education (OSSE), as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

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. Within three business days of awarding such a contract, schools must 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.

During fiscal year (FY) 2017, Maya Angelou PCS properly reported 21 procurement contract packages. In FY 2018, it properly reported 12 procurement contract packages.

In early 2018, DC PCSB developed more robust and comprehensive oversight processes around procurement contracts. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,⁸¹ which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with these procurement contract reporting requirements.

During FY 2019, the school properly reported 26 procurement contract packages. However, during the annual procurement contract reconciliation process, DC PCSB found the school

⁷⁹ D.C. Code § 38-1802.12(a)(3).

⁸⁰ Every winter, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See Maya Angelou PCS's Compliance Review Reports, Appendices R1 – R5.

⁸¹ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQjgn>.

failed to report six procurement contracts. In addition, Maya Angelou PCS received one Early Warning Notice for failure to submit contracts in a timely manner. After communicating with the school, Maya Angelou PCS properly submitted all relevant documentation.

In FY 2020, the school properly reported 16 procurement contract packages, but it failed to report two procurement contracts. After communicating with the school, Maya Angelou PCS properly submitted all relevant documentation. In FY 2021, the school properly reported 17 procurement contract packages.

While, at this time, DC PCSB has no major concerns about the LEA’s compliance with procurement contract submission requirements, DC PCSB recommended the school strengthen its internal reporting processes to ensure late submission trends do not recur.

Special Education Compliance⁸²

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁸³ and Section 504 of the Rehabilitation Act of 1973.⁸⁴ As the SEA, OSSE monitors charter schools’ compliance with special education laws and shares detailed findings in eight areas captured in the table below.⁸⁵

Of the eight monitored areas,⁸⁶ Maya Angelou PCS was required to take corrective action in five areas during the review period.⁸⁷ DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had among the highest instances of identified noncompliance in two areas: Reevaluation Timeliness, and Secondary Transition Monitoring. Further information on OSSE’s special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Maya Angelou PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	No	Complete
2. On-Site Monitoring	Yes	NA

⁸² See OSSE’s Glossary of Special Education Compliance Terms, Appendix S.

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

⁸⁴ 29 U.S.C. § 794.

⁸⁵ For a description of each review area, see the Special Education Factsheet, Appendix T.

⁸⁶ Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.

⁸⁷ The special education compliance section of this report only details Maya Angelou PCS – High School’s Performance.

OSSE Special Education Compliance Review Areas	Maya Angelou PCS Compliant All Years of the Review Period	Status of Corrective Action
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation	No	Complete
4. Secondary Transition Monitoring	No	Complete
5. Child Find Monitoring	No	In progress
6. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
7. Significant Disproportionality Review	No	Complete
8. Hearing Officer Determination and State Complaint Implementation Review	Yes	NA

1. Annual Determinations

Each year, OSSE analyzes each LEA’s compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, Maya Angelou PCS received a “Meet Requirements” designation in its 2017 and 2019 Determinations. In 2018, OSSE recommended that the school seek training and technical assistance to improve overall performance. However, the LEA is not legally required to take corrective action unless it receives a “Needs Assistance” designation on two consecutive Annual Determinations, or unless otherwise directed by OSSE.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	87.5%	Meets Requirements
2018	79.3%	Needs Assistance
2019	100%	Meets Requirements
2020	78.6%	Needs Assistance

2. On-Site Monitoring Report

OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE has not flagged Maya Angelou PCS for on-site monitoring during the review period.

3. IDEA Procedural Timeliness

OSSE monitors schools in two areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation and Reevaluation.

*Initial Evaluation*⁸⁸

An initial evaluation is a process used to assess a student to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access general education. OSSE identified Maya Angelou PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following time periods.

- July 1, 2018 – December 30, 2018
- April 1, 2020 – June 30, 2020
- July 1, 2020 – June 30, 2021

For comparison, across the last five years, Maya Angelou PCS performed better than 49.2% of charter LEAs, receiving a finding in three reporting periods out of the 10 applicable reporting periods.⁸⁹ OSSE confirms the school has addressed its outstanding findings.

*Reevaluation*⁹⁰

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified Maya Angelou PCS for noncompliance for not adhering to the required timeline for reevaluation during the following time periods.

- October 1, 2017 – March 31, 2018
- April 1, 2017 – June 30, 2017
- October 1, 2018 – March 31, 2019
- April 1, 2018 – June 30, 2018
- July 1, 2019 – September 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2019 – June 30, 2019
- April 1, 2020 – June 30, 2020
- October 1, 2020 – March 31, 2021
- October 1, 2021 – March 31, 2022

⁸⁸ See Maya Angelou PCS Initial Evaluation Reports, Appendices U1 – U3.

⁸⁹ Out of the 10 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

⁹⁰ See Maya Angelou PCS Reevaluation Reports, Appendices V1 – V11.

For comparison, across the last five years, Maya Angelou PCS had the highest percentage of findings, receiving a finding in eleven reporting periods out of the 13 applicable periods.⁹¹ OSSE confirms the school has addressed its outstanding findings.

4. Secondary Transition Monitoring⁹²

The IDEA requires that transition planning (including the development of a plan with transition goals) for students who receive special education services and have an IEP must begin by age 16. OSSE flagged Maya Angelou PCS for noncompliance with secondary transition requirements during the following time periods.

- October 1, 2017 – March 31, 2018
- October 1, 2020 – Mar 31, 2021

For comparison, across the last five years, Maya Angelou PCS and two other charter LEAs had the highest percentage of findings, receiving a finding in two reporting periods out of the seven applicable periods.⁹³ Of the applicable charter LEAs, 36.0% received no findings in any reporting period and 52.0% received one finding. OSSE confirms that the school has addressed the findings issued above.

5. Child Find Monitoring Report

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. OSSE has not flagged Maya Angelou PCS during the review period.

6. Disproportionate Representation Review and Significant Discrepancy Review

Disproportionate Representation

OSSE annually reviews whether LEAs have over identification or disproportionate representation by race and ethnicity of their identified students with disabilities. OSSE determined Maya Angelou PCS does not have disproportionate representation during the review period.

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined that Maya Angelou PCS does not have significant discrepancy during the review period.

⁹¹ Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

⁹² See Maya Angelou PCS Secondary Transition Monitoring Report, Appendices W1 – W2.

⁹³ Out of the seven total reporting periods, the LEA with the highest number of reporting periods with a finding for Secondary Transition had a finding in two.

7. Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. In SY 2018 – 19, Maya Angelou PCS was identified as having a significant disproportionality in the area of the identification of children in specific disability categories. In an August 2019 letter, OSSE required the school to:

- Reserve 15.0% of its IDEA funds for Comprehensive Coordinated Early Intervention Services (CEIS).
- Submit any Child Find and initial evaluation policies and procedures for review.
- Register for the Significant Disproportionality technical assistance webinar and publicly report on the revision of policies, procedures, and practices.

OSSE confirmed the school addressed all corrective action issued.

8. Hearing Officer Determination (HOD) Implementation Review

Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against Maya Angelou PCS during the review period.

State Complaints

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the Individuals with Disabilities Education Act (IDEA) or the District's laws and regulations regarding special education, including the identification, evaluation, educational placement of the child, and the provision of a Free and Appropriate Public Education (FAPE) to such child. No state complaints have been filed against Maya Angelou PCS during the review period.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁹⁴

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁹⁵

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2017 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of Maya Angelou PCS for FY 2017 through FY 2021.⁹⁶

Summary of Findings⁹⁷

The school has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- The school's key performance indicators at fiscal year-end (FYE) 2021 were above target. Change in net assets margins have remained above the 0% target since FY 2018, and the primary reserve ratio increased 44% to 1.3 from FY 2017 through FY 2021, indicating strong sustainability. The school has been able to consistently generate cash from its operations in the five-year period from FY 2017 through FY 2021 and is well leveraged with a debt ratio of 0.2 as of FYE 2021.
- After an enrollment decrease of 4 students from FY 2017 to FY 2018, the school's enrollment has increased each year, rising to 483 in FY 2022.
- From FY 2017 through FY 2021, the school's occupancy expenses as a percentage of DC facilities funding were disproportionately well above the sector median but favorably decreased to FY 2021 sector levels in FY 2022.
- The school has a non-profit school management organization (SMO). The SMO, which is also a related party, provides several services to the school including

⁹⁴ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁹⁵ See D.C. Code § 38-1802.13(b).

⁹⁶ See Maya Angelou PCS's FAR Reports, Appendices X1 – X5.

⁹⁷ See Financial Definitions and Examples, Appendix Y.

support for student transition, fundraising, communications, and construction loan financing.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix Y.

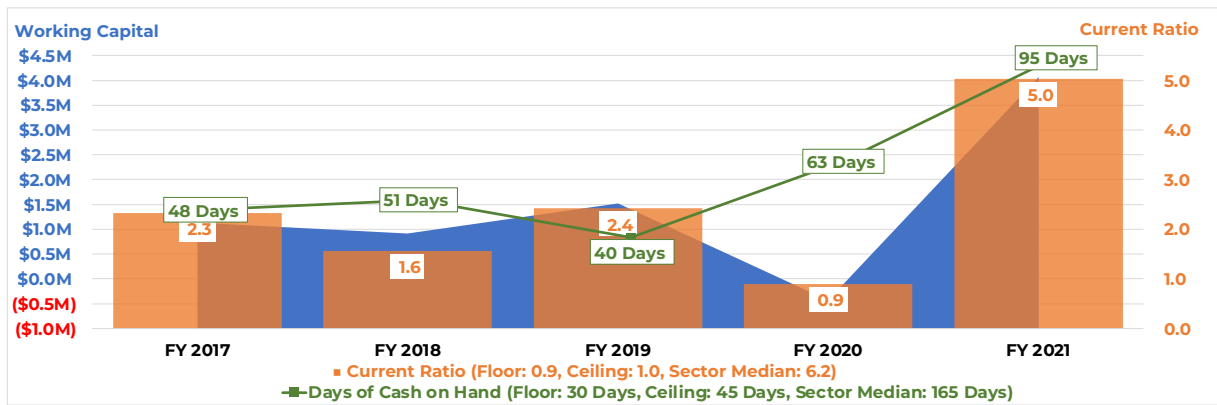
Key Metrics and Comparisons

Enrollment and Operations

As shown in the school’s Enrollment, Operations, and Working Capital chart in the FY 2021 FAR,⁹⁸ in the five-year period from FY 2017 through FY 2021, the school’s changes in net assets have been positive, with FY 2017 being the only exception when net assets decreased \$0.8M mainly due to a 17% decline in enrollment from FY 2016. Enrollment remained stable in FY 2018 and started its upward trend in FY 2019, peaking at 475 students in FY 2022, boosted by the opening of the DC Jail campus. The significant \$2.4M change in net assets rebound in FY 2018 is largely attributable to a \$2.2M gain recognized related to forgiveness of deferred rent. The change in net assets margins since FY 2018 have remained positive and above the -5% target. Additionally, in the five-year period from FY 2017 through FY 2021, the school increased its financial sustainability, evidenced by its \$4.7M (47%) increase in net assets from \$9.9M at FYE 2017 to \$14.6M at FYE 2021. Its healthy 1.3 primary reserve ratio at FYE 2021 is both above the 0.2 target and the 0.6 sector median.

⁹⁸ See the school’s Enrollment, Operations, and Working Capital chart in the first page of the school’s FY 2021 FAR Report, Appendix X5.

Liquidity



Days of cash on hand at FYE 2017 through FYE 2021 consistently exceeded the 45 days' target, with the only exception of 40 days at FYE 2019, still above the 30 days' floor. This was not a cause for concern, as this was mainly the result of timing of promises collection and payables disbursements. Since FYE 2019 and through FYE 2022, the school has been increasing its days of cash in hand each FYE. The current ratio at FYE 2017 through FYE 2021 has also consistently exceeded the 1.0 target, with the only exception of 0.9 at FYE 2020. This is not a cause for concern because the FYE 2020 current ratio, when adjusted for the following year balloon payment refinanced in FY 2021, increased above target to 5.1. Additionally, in the five-year period between FY 2017 and FY 2021, the school reflected its ability to generate cash flow from its operations with cash flow from operations margin ranging between 4% and 12% as compared to 0% target and 12% sector median.

Facilities and Occupancy

The school leases its 5600 East Capitol Street NE facility from the DC Department of General Services. The lease expires in September 2040, with a 25-year renewal option. The school's expenses for its facilities as a percentage of total DC facilities funding recognized from FY 2017 through FY 2021 ranged between 138% and 193%, well above the FY 2021 117% sector median. These high occupancy percentages are not a cause for concern, as the school also subleases part of its facility to a third party through July 2038. The school's occupancy expenses as a percentage of facilities revenues (including sublease revenue) decreased from 147% in FY 2021 to 135% in FY 2022. The school's occupancy expenses as a percentage of operating expenses decreased from 18% in FY 2021 to 16% in FY 2022. In FY 2021, the school's occupancy expenses of \$18 per square foot was below the \$30 sector median. By incurring less occupancy costs than the sector median, more funds are available to invest in educating the students.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
Net Assets	\$9.9M	\$12.3M	\$12.8M	\$13.9M	\$14.6M	NA	\$6.0M	
Operating Expenses	\$11.0M	\$11.2M	\$12.3M	\$11.5M	\$11.2M	NA	\$10.6M	
Primary Reserve Ratio (Higher is better)	0.9	1.1	1.0	1.2	1.3	>= 0.2	0.6	
Debt Ratio (Lower is better)	0.4	0.3	0.3	0.2	0.2	<= 0.5	0.4	

The school showed strong financial sustainability from FY 2017 through FY 2021. Its primary reserve ratio consistently beat the 0.2 target and, peaking at 1.3 at FYE 2021, exceeded the 0.6 sector median. In the same five-year period, the debt ratio has remained consistently favorably below the 0.5 target, reflecting a healthy reliance on borrowed funds to finance its operations. In FY 2018, the school breached its reporting and debt service coverage ratio covenants with the bank but received a waiver; therefore, this is not a cause for concern.

Audit Findings

The school's independent auditor's reports for FY 2017 through FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. Two audit findings on the internal controls over financial reporting were noted in the five-year period from FY 2017 through FY 2021. The material weakness in internal controls identified in FY 2017 was remedied in FY 2018. The material noncompliance related to the procurement and bidding process for federal expenses identified in FY 2018 has not continued, nor has it been identified in the school's audits for FY 2019 through FY 2021.