



Lea Crusey  
Board Chair

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

March 21, 2024

***Via Electronic Mail***

Donald L. Hense  
Board Chair

Patricia Brantley  
Chief Executive Officer

Friendship Public Charter School  
1400 1<sup>st</sup> Street NW  
Washington, DC 20001

**Re: 25-Year Charter Review of Friendship Public Charter School**

Dear Mr. Hense and Ms. Brantley,

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.<sup>1</sup> During the 2022-23 school year, DC PCSB conducted such a review of Friendship Public Charter School (Friendship 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.<sup>2</sup>

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 school's charter.

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<sup>1</sup> See DC Code § 38-1802.12(a)(3).

<sup>2</sup> See DC Code § 38-1802.13(a)-(b).



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Executive Director

At its public board meeting on June 26, 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 with a condition, 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:** Melodi Sampson, Interim Chief School Performance Officer

**SUBJECT:** Charter Review: Friendship Public Charter School

**DATE:** June 26, 2023

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### **Recommendation**

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

### **Charter Review Findings**

DC PCSB staff conducted a 25-year charter review of Friendship PCS, as required by the School Reform Act (SRA).<sup>2</sup> 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)

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<sup>1</sup> 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>.

<sup>2</sup> 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.

<b>Charter Review Findings</b>	
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22
<b>Charter Goals</b>	All applicable Friendship PCS campuses <b>met</b> their charter goals. DC PCSB staff did not render a goals attainment determination for three campuses.
<b>Compliance</b>	Friendship PCS <b>did not</b> violate the law or materially violate its charter.
<b>Finance</b>	Friendship PCS <b>did not</b> commit fiscal mismanagement.

<b>Performance Management Framework (PMF) Outcomes</b>						
<b>Campus</b>	<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021 – 22</b>	<b>Average</b>
Friendship PCS – Armstrong Elementary <sup>3</sup>	52.9%	57.6%	Not Applicable (NA) <sup>4</sup>			<b>55.3%</b>
Friendship PCS – Armstrong Middle <sup>5</sup>	54.8%	60.4%				<b>57.6%</b>
Friendship PCS – Blow Pierce Elementary	65.8%	75.3%				<b>70.6%</b>
Friendship PCS – Blow Pierce Middle	56.4%	54.0%				<b>55.2%</b>
Friendship PCS – Chamberlain Elementary	83.7%	82.7%				<b>83.2%</b>
Friendship PCS – Chamberlain Middle	61.9%	52.1%				<b>57.0%</b>

<sup>3</sup> The PMF outcomes displayed for Friendship PCS – Armstrong Elementary are re-calculations, and therefore different than those published in SY 2017 – 18 and SY 2018 – 19. See page 4 of this proposal for details.

<sup>4</sup> 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>.

<sup>5</sup> The PMF outcomes displayed for Friendship PCS – Armstrong Middle are re-calculations, and therefore different than those published in SY 2017 – 18 and SY 2018 – 19. See page 4 of this proposal for details.

<b>Performance Management Framework (PMF) Outcomes</b>						
<b>Campus</b>	<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021 – 22</b>	<b>Average</b>
Friendship PCS – Collegiate Academy	51.9%	50.2%				<b>51.1%</b>
Friendship PCS – Ideal Elementary	NA					<b>NA</b>
Friendship PCS – Ideal Middle	NA					<b>NA</b>
Friendship PCS – Online Academy	54.8%	52.7%				<b>53.8%</b>
Friendship PCS – Southeast Academy Elementary	55.3%	80.6%				<b>68.0%</b>
Friendship PCS – Southeast Academy Middle	NA	56.6%				<b>NA</b>
Friendship PCS – Technology Preparatory High	77.9%	82.3%				<b>80.1%</b>
Friendship PCS – Woodridge International Elementary	80.2%	82.5%				<b>81.4%</b>
Friendship PCS – Woodridge International Middle	74.7%	80.2%				<b>77.5%</b>

Friendship PCS adopted the PMF as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.<sup>6</sup> In doing so, the school committed to achieving an average PMF score equal to or exceeding 50.0% at all but two of its campuses over the review period. The school committed Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle to achieving an average PMF score equal to or exceeding 40.0% over the review period.<sup>7</sup> As previously summarized, 11 applicable Friendship PCS campuses met their charter goals. DC PCSB staff did not render a goals attainment determination for four

<sup>6</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

<sup>7</sup> Friendship PCS opened Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle in SY 2019 – 20, following its asset acquisition of Ideal Academy PCS in December 2018. In March 2019, DC PCSB approved Friendship PCS's charter goals amendment request, requiring the Ideal campuses to earn an average PMF score of at least 40.0% for school years 2019 – 20, 2020 – 21, and 2021 – 22. This target was consistent with the standard under the *PMF as Goals Policy* for schools at their five-year charter review.

campuses: Friendship PCS – Armstrong Middle, Friendship PCS – Ideal Elementary, Friendship PCS – Ideal Middle, and Friendship PCS – Southeast Middle. These campuses opened between SY 2018 – 19 and SY 2019 – 20, and they have one or fewer years of data prior to the COVID-19 pandemic. Per DC PCSB's *COVID-19 Impact Policy*,<sup>8</sup> DC PCSB will not make a determination of goal attainment for schools with one or fewer years of pre-pandemic data.

According to published PMF reports from SY 2017 – 18 and SY 2018 – 19,<sup>9</sup> it would appear Friendship PCS – Armstrong Elementary did not meet its charter goals. Across those two school years, the campus's PMF average was 48.2%, falling short of the 50.0% target. During SY 2017 – 18 and SY 2018 – 19, the campus was named Friendship PCS – Armstrong, and it enrolled students in grades pre-kindergarten 3 (PK3) through 5. In December 2018, DC PCSB approved Friendship PCS to split Friendship PCS – Armstrong into two campuses beginning in SY 2019 – 20: Friendship PCS – Armstrong Elementary for students in grades PK3 through 3, and Friendship PCS – Armstrong Middle for students in grades 4 and 5.<sup>10</sup> DC PCSB staff recalculated the SY 2017 – 18 and SY 2018 – 19 PMF outcomes for Friendship PCS – Armstrong Elementary and Friendship PCS – Armstrong Middle to reflect the campus reconfiguration, consistent with past practice, and concluded that had the campuses been configured as two entities instead of one, each campus would have exceeded the targeted 50.0% PMF average. Specifically, Friendship PCS – Armstrong Elementary would have earned a PMF average of 55.3% and Friendship PCS – Armstrong Middle would have earned a PMF average of 57.6%. As such, DC PCSB staff concludes that Friendship PCS – Armstrong Elementary and Friendship PCS – Armstrong Middle met their charter goals, as did the other applicable Friendship PCS campuses during the review period.

DC PCSB staff also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB staff 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.

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

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

<sup>9</sup> See the SY 2017 – 18 PMF scorecard here: <https://bit.ly/43OIZhc>. See the SY 2018 – 19 PMF scorecard here: <https://bit.ly/3qEnH7b>.

<sup>10</sup> See Friendship PCS's January 2019 Location, Replication, and Reconfiguration Charter Amendment here: <https://bit.ly/42D8ctb>. The Board approved Friendship PCS – Armstrong Middle to enroll students in grades 4 through 8 at capacity.

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 all schools.<sup>11</sup> For schools serving students in grades PK3 – 12 like Friendship PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, early childhood achievement,<sup>12</sup> gateway,<sup>13</sup> attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). See Friendship PCS's SY 2021 – 22 transitional goals performance on pages 74 through 88 of the attached Preliminary Charter Review Report (Attachment A). Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22 transitional goals data as supplemental evidence of school performance, but only if it helps the school.<sup>14</sup>

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Friendship 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 Friendship PCS's SY 2021 – 22 QSR performance on pages 17 through 20 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."<sup>15</sup> 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.<sup>16</sup>

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<sup>11</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>12</sup> In this context, "early childhood" refers to students in pre-kindergarten 3 and pre-kindergarten 4.

<sup>13</sup> "Gateway" refers to measures that predict students' future academic performance.

<sup>14</sup> See the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 6.

<sup>15</sup> D.C. Code § 38-1802.12(a)(3).

<sup>16</sup> D.C. Code § 38-1802.13(a).

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.<sup>17</sup>

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 accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.<sup>18</sup>

### **Background**

Friendship PCS began operation in 1998 under authorization from DC PCSB. The school enrolls 4,609 students in pre-kindergarten 3 through twelfth grade.<sup>19</sup> Friendship PCS operates 15 campuses located across Wards 4, 5, 6, and 8. The school's mission is to "provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities."

### **Notification**

On March 9, 2023, DC PCSB staff notified Advisory Neighborhood Commissioners Joyce Robinson-Paul (5E01), Ebony Payne (7D05), Matt LaFortune (6B09), Tyrell M. Holcomb (7F01), Michael Cohen (4B07), Marlene Hunt Moss (4E02), Georgette Joy Johnson (8C01), and Lauren Rogers (5C02) 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.<sup>20</sup> DC PCSB staff updated the notice for public comment on June 20, 2023.

### **Attachment to this Proposal**

Attachment A: Friendship PCS 25-Year Preliminary Charter Review Report

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<sup>17</sup> DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

<sup>18</sup> D.C. Code § 38-1802.13(b).

<sup>19</sup> This enrollment figure is based on audited SY 2022 – 23 data.

<sup>20</sup> See the notice here: <http://bit.ly/42t2Uln>.



Date: June 26, 2023

DC PCSB Action:  Approved  Approved with Changes  Rejected

Changes to the Original Proposal:

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Board Chair Signature: Gen M. Casey



# **2022 – 23 25-Year Charter Review Report Friendship Public Charter School**

**June 26, 2023**

DC Public Charter School Board  
3333 14<sup>th</sup> Street NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
[www.dcpccb.org](http://www.dcpccb.org)

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## **BOARD VOTE AND KEY FINDINGS<sup>1</sup>**

<b>Friendship Public Charter School (PCS)<sup>2,3</sup></b>	
<b>Review or Renewal</b>	25-year charter review
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22
<b>Charter Goals</b>	All applicable Friendship PCS campuses <b>met</b> their charter goals. DC PCSB did not render a goals attainment determination for three campuses.
<b>Compliance</b>	Friendship PCS <b>did not</b> violate the law or materially violate its charter.
<b>Finance</b>	Friendship PCS <b>did not</b> commit fiscal mismanagement.
<b>Staff Recommendation</b>	The Board voted 5 – 0 to continue Friendship PCS's charter.

<b>Performance Management Framework (PMF) Outcomes<sup>4</sup></b>						
<b>Campus</b>	<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021 – 22</b>	<b>Average</b>
Friendship PCS – Armstrong Elementary <sup>5</sup>	52.9%	57.6%	Not Applicable (NA) <sup>6</sup>			<b>55.3%</b>
Friendship PCS – Armstrong Middle <sup>7</sup>	54.8%	60.4%				<b>57.6%</b>
Friendship PCS – Blow-Pierce Elementary	65.8%	75.3%				<b>70.6%</b>

<sup>1</sup> To request a text-only and/or a black and white version of this report, please contact [communications@dcpcs.org](mailto:communications@dcpcs.org).

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

<sup>3</sup> See Friendship PCS's Charter Agreement and Amendments, Appendices A1 – A15.

<sup>4</sup> See Friendship PCS's PMF scorecards, Appendices B1 – B25.

<sup>5</sup> The PMF outcomes displayed for Friendship PCS – Armstrong Elementary are re-calculations, and therefore different than those published in SY 2017 – 18 and SY 2018 – 19. See page 5 of this report for details.

<sup>6</sup> 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>.

<sup>7</sup> The PMF outcomes displayed for Friendship PCS – Armstrong Middle are re-calculations, and therefore different than those published in SY 2017 – 18 and SY 2018 – 19. See page 5 of this report for details.

<b>Performance Management Framework (PMF) Outcomes<sup>4</sup></b>						
<b>Campus</b>	<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021 – 22</b>	<b>Average</b>
Friendship PCS – Blow-Pierce Middle	56.4%	54.0%				<b>55.2%</b>
Friendship PCS – Chamberlain Elementary	83.7%	82.7%				<b>83.2%</b>
Friendship PCS – Chamberlain Middle	61.9%	52.1%				<b>57.0%</b>
Friendship PCS – Collegiate Academy (Friendship PCS – Collegiate)	51.9%	50.2%				<b>51.1%</b>
Friendship PCS – Ideal Elementary	NA					<b>NA</b>
Friendship PCS – Ideal Middle	NA					<b>NA</b>
Friendship PCS – Online Academy (Friendship PCS – Online)	54.8%	52.7%				<b>53.8%</b>
Friendship PCS – Southeast Academy Elementary (Friendship PCS – Southeast Elementary)	55.3%	80.6%				<b>68.0%</b>
Friendship PCS – Southeast Academy Middle (Friendship PCS – Southeast Middle)	NA	56.6%				<b>NA</b>
Friendship PCS – Technology Preparatory High (Friendship PCS – Technology)	77.9%	82.3%				<b>80.1%</b>

Performance Management Framework (PMF) Outcomes <sup>4</sup>						
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
Friendship PCS – Woodridge International Elementary (Friendship PCS – Woodridge Elementary)	80.2%	82.5%				<b>81.4%</b>
Friendship PCS – Woodridge International Middle (Friendship PCS – Woodridge Middle)	74.7%	80.2%				<b>77.5%</b>

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."<sup>8</sup> As such, DC PCSB conducted a 25-year review of Friendship PCS, evaluating its progress toward meeting its goals and academic achievement expectations (charter goals). The school adopted the PMF as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.<sup>9</sup> Friendship PCS committed to achieving an average PMF score equal to or exceeding 50.0% at all but two of its campuses over the review period. The school committed Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle to achieving an average PMF score equal to or exceeding 40.0% over the review period.<sup>10</sup> As previously summarized, all applicable Friendship PCS campuses met their charter goals. DC PCSB did not render a goals attainment determination for three campuses: Friendship PCS – Ideal Elementary, Friendship PCS – Ideal Middle, and Friendship PCS – Southeast Middle. These campuses opened between SY 2018 – 19 and SY 2019 – 20, and they have one or fewer years of data prior to the COVID-19 pandemic. Per DC PCSB's *COVID-19 Impact Policy*,<sup>11</sup> DC PCSB will not make a determination of goal attainment for schools with one or fewer years of pre-pandemic data.

<sup>8</sup> D.C. Code § 38-1802.12(a)(3).

<sup>9</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

<sup>10</sup> Friendship PCS opened Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle in SY 2019 – 20, following its asset acquisition of Ideal Academy PCS in December 2018. In March 2019, DC PCSB approved Friendship PCS's charter goals amendment request, requiring the Ideal campuses to earn an average PMF score of at least 40.0% for school years 2019 – 20, 2020 – 21, and 2021 – 22. This target was consistent with the standard under the *PMF as Goals Policy* for schools at their five-year charter review.

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

According to published PMF reports from SY 2017 – 18 and SY 2018 – 19,<sup>12</sup> it would appear that Friendship PCS – Armstrong Elementary did not meet its charter goals. Across those two school years, the campus’s PMF average was 48.2%, falling short of the 50.0% target. During SY 2017 – 18 and SY 2018 – 19, the campus was named Friendship PCS – Armstrong, and it enrolled students in grades pre-kindergarten 3 (PK3) through 5. In December 2018, DC PCSB approved Friendship PCS to split Friendship PCS – Armstrong into two campuses beginning in SY 2019 – 20: Friendship PCS – Armstrong Elementary for students in grades PK3 through 3, and Friendship PCS – Armstrong Middle for students in grades 4 and 5.<sup>13</sup> DC PCSB recalculated the SY 2017 – 18 and SY 2018 – 19 PMF outcomes for Friendship PCS – Armstrong Elementary and Friendship PCS – Armstrong Middle to reflect the campus reconfiguration, consistent with past practice, and concluded that had the campuses been configured as two entities instead of one, each campus would have exceeded the targeted 50.0% PMF average. Specifically, Friendship PCS – Armstrong Elementary would have earned a PMF average of 55.3% and Friendship PCS – Armstrong Middle would have earned a PMF average of 57.6%. As such, DC PCSB concludes that Friendship PCS – Armstrong Elementary and Friendship PCS – Armstrong Middle met their charter goals, as did the other applicable Friendship PCS campuses during the review period.

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.

On June 26, 2023, the Board voted 5 – 0 to continue Friendship 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.

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<sup>12</sup> See the SY 2017 – 18 PMF scorecard here: <https://bit.ly/43QlZhc>. See the SY 2018 – 19 PMF scorecard here: <https://bit.ly/3qEnH7b>.

<sup>13</sup> See Friendship PCS's January 2019 Location, Replication, and Reconfiguration Charter Amendment here: <https://bit.ly/42D8ctb>. The Board approved Friendship PCS – Armstrong Middle to enroll students in grades 4 through 8 at capacity.

## SCHOOL BACKGROUND

<b>Friendship PCS</b>			
<b>Year Opened</b>	1998 – 99	<b>Ward(s)</b>	4, 5, 6, 7, and 8
<b>Number of Campuses</b>	15	<b>Year(s) of Previous Review</b>	2003 – 04, 2008 – 09, 2012 – 13, and 2017 – 18
<b>Current Enrollment Ceiling</b>	5,115	<b>Current Enrollment</b>	4,609 <sup>14</sup>
<b>Current Grade Span by Campus</b>			
Friendship PCS – Armstrong Elementary	Friendship PCS – Armstrong Middle	Friendship PCS – Blow-Pierce Elementary	
PK3 – 3	4 – 8	PK3 – 3	
Friendship PCS – Blow-Pierce Middle	Friendship PCS – Chamberlain Elementary	Friendship PCS – Chamberlain Middle	
4 – 8	PK3 – 3	4 – 8	
Friendship PCS – Collegiate	Friendship PCS – Ideal Elementary	Friendship PCS – Ideal Middle	
9 – 12	PK3 – 3	4 – 8	
Friendship PCS – Online	Friendship PCS – Southeast Elementary	Friendship PCS – Southeast Middle	
Kindergarten (K) – 8	PK3 – 3	4 – 8	
Friendship PCS – Technology	Friendship PCS – Woodridge Elementary	Friendship PCS – Woodridge Middle	
9 – 12	PK3 – 3	4 – 8	
<b>Mission Statement</b>			
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.			

### School Overview

Friendship PCS began operation in 1998 under authorization from DC PCSB. At the start of the review period, Friendship PCS operated 13 campuses serving students in PK3 through twelfth grade. In SY 2017 – 18, DC PCSB approved the local education agency (LEA)<sup>15</sup> to cease enrolling new students at Friendship PCS – Technology Preparatory Middle and close the campus at the end of SY 2019 – 20.<sup>16</sup> Simultaneously, DC PCSB approved Friendship PCS

<sup>14</sup> This enrollment data is based on SY 2022 – 23 audited enrollment.

<sup>15</sup> An “LEA” is any individual or group of public charter schools operating under a single charter.

<sup>16</sup> See Friendship PCS’s March 2018 Goals, Reconfiguration, and Enrollment Amendment, Appendix A5.



to open Friendship PCS – Southeast Middle beginning in SY 2018 – 19.<sup>17</sup> In SY 2019 – 20, following its asset acquisition of Ideal Academy PCS,<sup>18</sup> Friendship PCS began operating two additional campuses: Friendship PCS – Ideal Elementary (grades PK3 through three) and Friendship PCS – Ideal Middle (grades four through eight).<sup>19</sup> In SY 2021 – 22, Friendship PCS’s student population grew again after the LEA acquired the Hope Community PCS – Lamond campus.<sup>20</sup> Friendship PCS agreed to enroll 183 former Hope Community PCS – Lamond students in grades PK3 through 4 at Friendship PCS – Ideal Elementary. Currently, Friendship PCS operates 15 campuses and educates PK3 through twelfth grade students.

The LEA offers traditional curricula and instructional models at all 15 campuses, with some exceptions. Friendship PCS offers a Reggio Emilia-inspired early childhood program at its Friendship PCS – Armstrong Elementary and Friendship PCS – Ideal Elementary campuses.<sup>21</sup> Friendship PCS – Armstrong Elementary and Friendship PCS – Armstrong Middle offer an arts integration program, and Friendship PCS – Woodridge Elementary has an International Baccalaureate program. Friendship PCS – Technology provides a hands-on, lab-based science, technology, engineering, and math (STEM) program.<sup>22</sup> Following its asset acquisition of Community Academy PCS – Online in SY 2015 – 16,<sup>23</sup> Friendship PCS began operating an online campus for K through 8 students. Friendship PCS – Online uses a mix of online and offline teaching tools, including “interactive animations” and “hands-on materials for project-based learning activities across academic subjects.”<sup>24</sup> The LEA expanded its online programming to high school students attending Friendship PCS – Collegiate in SY 2018 – 19. Friendship PCS – Collegiate’s online program uses a competency-based learning approach. In SY 2021 – 22, during the COVID-19 pandemic, Friendship PCS

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<sup>17</sup> Ibid.

<sup>18</sup> Ideal Academy PCS was a charter school serving PK3 through eighth grade students. Ahead of the school’s 20-year review, the LEA elected to relinquish its charter and pursue an asset acquisition with Friendship PCS. Ideal Academy PCS sought the partnership in the hopes of continuing the school’s legacy and giving students a successful path forward. In accordance with the asset acquisition, Friendship PCS guaranteed Ideal Academy PCS students enrollment at Friendship PCS in SY 2019 – 20. See Ideal Academy Asset Acquisition Agreement, Appendix A8.1.

<sup>19</sup> See Friendship PCS’s 2019 Location, Replication, and Reconfiguration Amendment, Appendix A8.2.

<sup>20</sup> Hope Community PCS relinquished its right to operate its Hope Community PCS – Lamond campus beyond SY 2020 – 21. For details see Friendship PCS’s Campus Relinquishment and Asset Acquisition Amendment, Appendix A11, p. 2.

<sup>21</sup> For details, see Reggio Emilia Approach here: <https://bit.ly/3stXpTz>.

<sup>22</sup> See Friendship PCS SY 2020 – 21 Annual Report, Appendix C, p. 8.

<sup>23</sup> Community Academy PCS – Online was a school offering virtual instruction to students in kindergarten through eighth grade. In February 2015, DC PCSB voted to revoke the LEA’s charter, including Community Academy PCS – Online. DC PCSB also voted to grant Friendship PCS the right to offer former Community Academy PCS – Online students the same online learning experience through Friendship PCS. See Friendship PCS 2015 Goals and Grade Expansion Amendment, Appendix A1, p. 5.

<sup>24</sup> See Friendship PCS 2020 – 21 Annual Report, Appendix C, p. 10. Friendship PCS – Online implements the K12 curriculum. For details, see the K12: Online Public School site here: <https://bit.ly/3JmfFUJ>.

extended its online educational services to support virtual instruction for K through 12 students at nine DC charter LEAs.<sup>25</sup>

**Enrollment and Demographic Data<sup>26</sup>**

Friendship PCS enrolls students from every ward in the District, though most of its students come from Wards 6, 7, and 8.<sup>27</sup> The tables below show the LEA's enrollment history.<sup>28</sup>

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
<b>Audited Enrollment<sup>29</sup></b>	4,170	3,981	4,193	4,519	4,909
<b>Enrollment Projections<sup>30</sup></b>	4,340	4,212	4,658	4,083	4,402
<b>Enrollment Ceiling<sup>31</sup></b>	5,340	5,115	5,115	5,115	5,115

SY 2021 – 22 Audited Enrollment															
Grade	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12
Friendship PCS – Armstrong Elementary	31	46	48	50	42	56	-	-	-	-	-	-	-	-	-
Friendship PCS – Armstrong Middle	-	-	-	-	-	-	49	47	50	43	45	-	-	-	-
Friendship PCS – Blow-Pierce Elementary	34	30	63	53	61	61	-	-	-	-	-	-	-	-	-

<sup>25</sup> In SY 2021 – 22, the Office of the State Superintendent (OSSE) granted DC families an option to participate in online learning through a medical wavier process. See OSSE's COVID-19 Distance Learning Wavier here: <https://bit.ly/35WBTOL>.

<sup>26</sup> See Friendship PCS's historical enrollment and SY 2021 – 22 demographic data per campus, Appendix D.

<sup>27</sup> Ibid.

<sup>28</sup> The “-” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

<sup>29</sup> OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

<sup>30</sup> 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.

<sup>31</sup> 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.

**SY 2021 – 22 Audited Enrollment**

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Friendship PCS – Blow-Pierce Middle	-	-	-	-	-	-	67	54	49	45	59	-	-	-	-
Friendship PCS – Chamberlain Elementary	41	44	66	61	59	50	-	-	-	-	-	-	-	-	-
Friendship PCS – Chamberlain Middle	-	-	-	-	-	-	73	59	68	69	58	-	-	-	-
Friendship PCS – Collegiate	-	-	-	-	-	-	-	-	-	-	-	280	124	134	116
Friendship PCS – Ideal Elementary	26	47	37	45	41	41	-	-	-	-	-	-	-	-	-
Friendship PCS – Ideal Middle	-	-	-	-	-	-	35	36	31	30	18	-	-	-	-
Friendship PCS – Online	-	-	49	50	43	53	58	73	79	62	68	-	-	-	-
Friendship PCS – Southeast Elementary	38	73	62	76	70	70	-	-	-	-	-	-	-	-	-
Friendship PCS – Southeast Middle	-	-	-	-	-	-	77	64	74	59	74	-	-	-	-
Friendship PCS – Technology	-	-	-	-	-	-	-	-	-	-	-	111	111	56	56
Friendship PCS – Woodridge Elementary	42	41	43	50	53	49	-	-	-	-	-	-	-	-	-

SY 2021 – 22 Audited Enrollment															
Grade	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12
Friendship PCS – Woodridge Middle	-	-	-	-	-	-	45	46	40	48	34	-	-	-	-

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

Student Group	Percentage Enrolled
<b>At-Risk Students</b> <sup>32</sup>	67.0%
<b>English Learners</b> <sup>33</sup>	2.1%
<b>Students with Disabilities (SWD)</b> <sup>34</sup>	16.9%
<b>American Indian or Alaska Native</b>	0.2%
<b>Asian</b>	0.2%
<b>Black or African American</b>	95.7%
<b>Hispanic/Latino</b>	2.3%
<b>Multiracial</b>	0.7%
<b>Native Hawaiian or Other Pacific Islander</b>	0.1%
<b>White</b>	0.5%

### **School Climate**

The charts below report Friendship PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and ISA rates. DC PCSB presents these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. These data do not factor into DC PCSB's continuance decision. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.<sup>35</sup>

<sup>32</sup> 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.

<sup>33</sup> 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.

<sup>34</sup> Students with disabilities are students identified as having an Individualized Education Program (IEP). For demographic data, DC PCSB counts any student who was identified as SWD through the year in the final calculation.

<sup>35</sup> 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 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.

### 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 Friendship PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.<sup>36</sup>

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 <sup>37</sup>

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.2%
Friendship PCS	K – 5	6.4%	1.0%	9.7%
Sector		7.3%	1.5%	11.0%
Friendship PCS	6 – 8	11.8%	0.0%	17.2%
Sector		17.1%	8.7%	21.5%
Friendship PCS	9 – 12	13.3%	n < 10	13.4%
Sector		17.8%	8.6%	19.2%

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Friendship PCS	K – 5	0.2%	0.0%	1.0%
Sector		3.5%	0.4%	5.2%
Friendship PCS	6 – 8	1.6%	0.0%	1.6%
Sector		10.4%	4.6%	13.2%
Friendship PCS	9 – 12	3.1%	n < 10	5.0%
Sector		14.2%	4.0%	17.3%

<sup>36</sup> For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Friendship PCS, is too small to report.

<sup>37</sup> DC PCSB does not report values when the n-size is less than 10.

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Friendship PCS	K – 5	0.3%	0.0%	1.1%
Sector		2.4%	0.4%	4.0%
Friendship PCS	6 – 8	1.7%	0.0%	1.3%
Sector		10.0%	3.9%	9.9%
Friendship PCS	9 – 12	6.8%	n < 10	9.2%
Sector		13.4%	6.2%	13.6%

### MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Friendship PCS'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 Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	5.6%	3.6%	5.5%
Sector		5.8%	4.2%	4.0%
Friendship PCS	K – 5	3.7%	5.2%	4.1%
Sector		4.6%	2.2%	4.0%
Friendship PCS	6 – 8	5.3%	0.0%	5.6%
Sector		5.5%	4.4%	5.5%
Friendship PCS	9 – 12	9.8%	n < 10	9.9%
Sector		10.5%	7.9%	9.4%

SY 2019 – 20 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	2.8%	6.3%	0.0%
Sector		3.7%	4.7%	2.9%
Friendship PCS	K – 5	1.7%	4.3%	2.4%
Sector		2.9%	2.3%	3.1%
Friendship PCS	6 – 8	2.9%	0.0%	3.8%
Sector		3.3%	1.4%	3.7%
Friendship PCS	9 – 12	5.2%	n < 10	9.4%
Sector		6.3%	4.9%	7.1%

SY 2020 – 21 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	2.4%	0.0%	0.0%
Sector		3.6%	3.7%	3.2%
Friendship PCS	K – 5	2.5%	0.0%	1.6%
Sector		1.6%	1.4%	1.4%
Friendship PCS	6 – 8	2.4%	0.0%	1.4%
Sector		1.2%	1.0%	0.9%
Friendship PCS	9 – 12	2.2%	n < 10	1.8%
Sector		2.3%	2.2%	2.0%

SY 2021 – 22 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	4.1%	20.0%	6.3%
Sector		6.9%	4.6%	4.1%
Friendship PCS	K – 5	5.8%	8.2%	4.4%
Sector		5.0%	2.9%	3.9%
Friendship PCS	6 – 8	5.5%	0.0%	5.6%
Sector		4.4%	3.0%	3.7%
Friendship PCS	9 – 12	7.3%	n < 10	5.4%
Sector		7.8%	4.5%	7.5%

### ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Friendship 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 Rates**

School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	89.1%	90.9%	91.2%
Sector		87.9%	91.8%	90.4%
Friendship PCS	K – 5	92.5%	95.3%	91.8%
Sector		91.4%	94.9%	91.9%
Friendship PCS	6 – 8	93.8%	96.4%	93.3%
Sector		91.9%	94.6%	92.0%
Friendship PCS	9 – 12	89.7%	n < 10	89.4%
Sector		88.5%	89.9%	88.4%

**SY 2019 – 20 Average ISA Rates**

School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	89.4%	94.5%	91.8%
Sector		88.6%	91.5%	90.3%
Friendship PCS	K – 5	93.1%	95.4%	93.3%
Sector		92.3%	94.9%	92.9%
Friendship PCS	6 – 8	94.6%	94.9%	93.1%
Sector		92.5%	94.4%	91.9%
Friendship PCS	9 – 12	92.3%	n < 10	91.3%
Sector		89.3%	91.5%	88.7%

**SY 2020 – 21 Average ISA Rates**

School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	79.4%	97.5%	79.0%
Sector		72.0%	85.1%	79.1%
Friendship PCS	K – 5	87.1%	94.7%	88.3%
Sector		85.7%	92.8%	87.8%
Friendship PCS	6 – 8	88.1%	91.2%	89.2%
Sector		89.6%	93.5%	90.1%
Friendship PCS	9 – 12	90.5%	n < 10	90.5%
Sector		88.4%	91.5%	88.3%



SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Friendship PCS	PK3 – PK4	80.4%	93.4%	81.4%
Sector		77.5%	85.6%	81.7%
Friendship PCS	K – 5	85.7%	93.2%	86.5%
Sector		81.9%	90.6%	84.8%
Friendship PCS	6 – 8	87.5%	92.8%	87.0%
Sector		82.8%	89.8%	84.2%
Friendship PCS	9 – 12	87.0%	n < 10	86.6%
Sector		81.9%	85.6%	81.2%

### **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*.<sup>38</sup> During SY 2021 – 22, in anticipation of this review, DC PCSB staff conducted QSR visits at Friendship PCS campuses.<sup>39</sup> In the classroom environment domain, observers noted that interactions between teachers and students and among students reflected genuine warmth and care across all campuses. Teachers demonstrated knowledge and care for students' lives outside school by asking them about their siblings and hobbies. Throughout all campuses, students followed established routines for transitions, the distribution of materials, and participating in classroom discussions. Student behavior was almost entirely appropriate throughout most campuses; when appropriate, teachers respectfully corrected student behavior.

Observers noted that teachers clearly communicated lesson objectives and content. Additionally, before having students work independently, many teachers modeled various strategies for students to use. DC PCSB observed most teachers asking questions designed to challenge student thinking and using multiple discussion strategies to encourage student participation. Throughout most observations at Friendship PCS – Armstrong Middle, Friendship PCS – Chamberlain Elementary, and Friendship PCS – Ideal Middle, teachers framed some questions designed to promote student thinking. Some observations at these campuses included questions that led students down a single path of inquiry.

<sup>38</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

<sup>39</sup> See Friendship PCS's QSR Report, Appendices E1 – E15.

After conducting unannounced observations,<sup>40</sup> the QSR team rates the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Friendship PCS classrooms, by campus, the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

<b>Campus/Sector</b>	<b>Classroom Environment</b>	<b>Instruction</b>
Percentage Rated Proficient or Distinguished		
Friendship PCS – Armstrong Elementary	95.0%	97.0%
Friendship PCS – Armstrong Middle	92.0%	77.0%
Friendship PCS – Blow-Pierce Elementary	95.0%	86.0%
Friendship PCS – Blow-Pierce Middle	93.0%	86.0%
Friendship PCS – Chamberlain Elementary	92.0%	76.0%
Friendship PCS – Chamberlain Middle	100%	85.0%
Friendship PCS – Ideal Elementary	96.0%	92.0%
Friendship PCS – Ideal Middle	94.0%	75.0%
Friendship PCS – Online Academy	100%	91.0%
Friendship PCS – Southeast Elementary	90.0%	85.0%
Friendship PCS – Southeast Middle	80.0%	82.0%
Friendship PCS – Woodridge Elementary	82.0%	90.0%
Friendship PCS – Woodridge Middle	95.0%	94.0%
Average score for PK – 8 public charter schools	89.0%	80.0%
Friendship PCS – Collegiate	100%	100%

<sup>40</sup> 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.

Campus/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Friendship PCS – Technology	93.0%	89.0%
Average score for 9 – 12 public charter schools	90.0%	85.0%

The following ten Friendship PCS campuses scored above average in both domains compared to other public charter schools that received a QSR during SY 2021 – 22: Friendship PCS – Armstrong Elementary, Friendship PCS – Blow-Pierce Elementary, Friendship PCS – Blow-Pierce Middle, Friendship PCS – Chamberlain Middle, Friendship PCS – Collegiate Academy, Friendship PCS – Ideal Elementary, Friendship PCS – Online Academy, Friendship PCS – Southeast Elementary, Friendship PCS – Technology, and Friendship PCS – Woodridge Middle.

Friendship PCS – Armstrong Middle, Friendship PCS – Chamberlain Elementary, and Friendship PCS – Ideal Middle scored above average in the classroom environment domain, but below average in the instruction domain. Friendship PCS – Southeast Middle and Friendship PCS – Woodridge Elementary scored below average in the classroom environment domain, but above average in the instruction domain.

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 Friendship PCS 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.<sup>41</sup> 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.<sup>42</sup>

Of the 75 ELA samples Friendship PCS submitted, 55 assignments received an overall rating of “sufficient.” These assignments were based on a high-quality, grade-appropriate text, reached the depth of the targeted grade-level standards, and allowed students to use their personal voice. Eighteen assignments received an overall rating of “minimal.” These assignments were based on a grade-appropriate text, yet some assignments did not allow students an opportunity to use their personal voice, while others did not reach the full depth of the targeted grade-level standards. One assignment received an overall rating of

<sup>41</sup> See the protocol here: <https://bit.ly/3PfYLKH>.

<sup>42</sup> 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.”

“no opportunity.” This assignment did not reach the depth of the targeted grade-level standard and did not allow students to use their personal voice. The LEA did not provide sufficient details on one assignment; consequently, DC PCSB did not rate it.

Of the 75 math samples Friendship PCS submitted, 49 assignments received an overall rating of “sufficient.” These assignments reached the full depth of the targeted mathematical practices and grade-level standards, while also allowing students to apply math to the real world in a meaningful way. Eighteen assignments received an overall rating of “minimal.” These assignments were aligned to grade-level standards, but some did not reach the full depth of the targeted standards, while others did not allow students to apply math to the real world in a meaningful way. Seven assignments received an overall rating of “no opportunity.” These assignments did not reach the full depth of the targeted standards, nor did they connect academic content to a real-world context.

## **Previous Charter Reviews**

### Five-Year Review

In SY 2003 – 04,<sup>43</sup> DC PCSB conducted a five-year review of Friendship PCS and found the school met the standard for conditional charter continuance. DC PCSB determined the school met 16 out of 18 academic targets and three of four non-academic performance standards. In February 2004, DC PCSB voted to conditionally continue the LEA's charter, requiring the school to submit:<sup>44</sup>

- a) A plan to address high teacher turnover.
- b) Documentation that staff overseeing special education programming were properly certified.
- c) Documentation that all campuses adhered to open enrollment requirements.
- d) An explanation of the school's curricular changes.
- e) A board roster with an odd number of trustees as required by the SRA.

Based on the findings that Friendship PCS met the conditions, in September 2004, DC PCSB voted to lift the conditional continuance and fully continue the school's charter.<sup>45</sup>

### 10-Year Review

In SY 2008 – 09,<sup>46</sup> DC PCSB conducted a 10-year review of Friendship PCS and found the school met the standard for charter continuance. DC PCSB determined Friendship PCS met its academic, non-academic, and organizational performance standards. Per the 10-year review report, "While, overall, Friendship PCS met the standards set forth in the Charter Review Framework, individual campuses struggle to meet some academic and

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<sup>43</sup> See Friendship PCS's Five-Year Review, Appendix F.

<sup>44</sup> See DC PCSB's Follow-up letter – Conditional Continuance, Appendix F2.

<sup>45</sup> See DC PCSB's Decision Memo – Conditional Continuance Lift, Appendix F3.

<sup>46</sup> See Friendship PCS's 10-year Review Report, Appendix G.

non-academic performance standards.<sup>47</sup> In January 2009, DC PCSB voted to continue Friendship PCS's charter.

### 15-Year Renewal

In SY 2012 – 13, DC PCSB conducted a 15-year renewal of Friendship PCS and found the school met the standard for renewal.<sup>48</sup> DC PCSB determined Friendship PCS substantially met its charter goals. However, staff raised concerns regarding the school's low reading proficiency and growth rates and the LEA's governance structure.<sup>49</sup> In April 2013, DC PCSB voted to renew Friendship PCS's charter for another 15-year term.

### 20-Year Review

In SY 2017 – 18, DC PCSB conducted a 20-year review of Friendship PCS and found the school met the standard for charter continuance.<sup>50</sup> Ahead of its 20-year review, the LEA adopted the PMF as its goals, agreeing to achieve an average PMF score equal to or exceeding 50.0% at each campus. While 11 campuses met this goal, Friendship PCS – Technology Preparatory Middle did not meet it outright. However, Friendship PCS – Technology Preparatory Middle met the Improvement Provision criteria stipulated in the school's charter agreement; the Board applied the provision to determine the campus met its goals. In March 2018, DC PCSB voted to continue the school's charter.

### **Communication with the School**

In February 2022,<sup>51</sup> DC PCSB Board members and staff met with Friendship PCS board members and staff to discuss Friendship PCS – Armstrong Elementary's goal attainment ahead of the LEA's 25-year review. During the meeting, attendees discussed the COVID-19 Impact Provision under the *COVID-19 Impact Policy*. Friendship PCS then provided an update on its academic programming, sharing its commitment to encouraging academic gains for all students across all campuses.

In June 2022, DC PCSB staff met with members of Friendships 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.

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<sup>47</sup> Ibid, p. 1.

<sup>48</sup> See Friendship PCS's 15-year Renewal Report, Appendix H.

<sup>49</sup> Ibid.

<sup>50</sup> See Friendship PCS's 20-year Review Report, Appendix I.

<sup>51</sup> See DC PCSB's February 2022 follow-up letter to Friendship PCS, Appendix J.

## **CHARTER REVIEW STANDARD**

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>52</sup> 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.<sup>53</sup>

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.<sup>54</sup>

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.<sup>55</sup>

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<sup>52</sup> D.C. Code § 38-1802.12(a)(3).

<sup>53</sup> D.C. Code § 38-1802.13(a).

<sup>54</sup> DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

<sup>55</sup> 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 March 2019,<sup>56</sup> Friendship PCS adopted an updated version of the PMF as its charter goals.<sup>57</sup> In doing so, the school agreed to the review standard and improvement provision recorded in the chart below. In November 2022,<sup>58</sup> the LEA amended its charter agreement by adopting the most recent version of the PMF as goals, including the COVID-19 Impact Provision. As mentioned earlier, per DC PCSB's *COVID-19 Impact Policy*,<sup>59</sup> DC PCSB is unable to make a determination of goal attainment for Friendship PCS – Ideal Elementary, Friendship PCS – Ideal Middle, and Friendship PCS – Southeast Middle because they have one or fewer years of pre-pandemic data.

### **Charter Goals**

**Review Standard:** The school will be deemed to have met its goals and expectations at its 25-year charter review if each individual campus, with the exception of Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle, earns an average PMF score for school years 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 equal to or exceeding 50.0%; and Friendship PCS – Ideal Elementary and Friendship PCS – Ideal Middle each earn an average PMF score for school years 2019 – 20, 2020 – 21, and 2021 – 22 equal to or exceeding 40.0%.

**Improvement Provision:** In cases where the school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that the school and/or a campus has met its goals and academic achievement expectations if the school and/or campus has demonstrated consistent improvement on overall PMF scores on each PMF over the course of the most recent five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of untiered measures.

**COVID-19 Impact Provision:** If a school that has adopted the PMF as its charter goals is undergoing charter review or renewal in SY 2021 – 22 or SY 2022 – 23 and has not met its goals based on available data, the DC PCSB Board may, at its sole discretion, apply the COVID-19 Impact Provision to determine that the school has met its goals. To be eligible for this provision, a school must have earned an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period, and a PMF score equal to or exceeding 40.0% in the most recent available year of results.

<sup>56</sup> See Friendship PCS's March 2019 Goals Charter Amendment, Appendix A9.

<sup>57</sup> For details, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/2D2lvqc>.

<sup>58</sup> See Friendship PCS's 2022 Goals Charter Amendment, Appendix A15.

<sup>59</sup> For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3JCFwIQ>.

Campus	Met?
Friendship PCS – Armstrong Elementary	Met
Friendship PCS – Armstrong Middle	Met
Friendship PCS – Blow-Pierce Elementary	Met
Friendship PCS – Blow-Pierce Middle	Met
Friendship PCS – Chamberlain Elementary	Met
Friendship PCS – Chamberlain Middle	Met
Friendship PCS – Collegiate	Met
Friendship PCS – Ideal Elementary	Unable to determine <sup>60</sup>
Friendship PCS – Ideal Middle	Unable to determine <sup>61</sup>
Friendship PCS – Online	Met
Friendship PCS – Southeast Elementary	Met
Friendship PCS – Southeast Middle	Unable to determine <sup>62</sup>
Friendship PCS – Technology	Met
Friendship PCS – Woodridge Elementary	Met
Friendship PCS – Woodridge Middle	Met

PMF Outcomes						
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
Friendship PCS – Armstrong Elementary	52.9%	57.6%	NA <sup>63</sup>			<b>55.3%</b>
Friendship PCS – Armstrong Middle	54.8%	60.4%				<b>57.6%</b>
Friendship PCS – Blow-Pierce Elementary	65.8%	75.3%				<b>70.5%</b>
Friendship PCS – Blow-Pierce Middle	56.4%	54.0%				<b>55.2%</b>
Friendship PCS – Chamberlain Elementary	83.7%	82.7%				<b>83.2%</b>
Friendship PCS – Chamberlain Middle	61.9%	52.1%				<b>57.0%</b>
Friendship PCS – Collegiate	51.9%	50.2%				<b>51.1%</b>

<sup>60</sup> As previously noted, the Friendship PCS – Armstrong Middle, Friendship PCS – Ideal Elementary, Friendship PCS – Ideal Middle, and Friendship PCS – Southeast Middle campuses opened between SY 2018 – 19 and SY 2019 – 20, and they have one or fewer years of data prior to the COVID-19 pandemic. Per DC PCSB's *COVID-19 Impact Policy*, DC PCSB will not make a determination of goal attainment for schools with one or fewer years of pre-pandemic data. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

<sup>63</sup> DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 PMF data, it did not produce the PMF in either year. Consequently, DC PCSB assesses schools under review in SY 2022 – 23 using data prior to the COVID-19 pandemic. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.



PMF Outcomes						
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
Friendship PCS – Ideal Elementary	NA					NA
Friendship PCS – Ideal Middle						
Friendship PCS – Online	54.8%	52.7%				53.8%
Friendship PCS – Southeast Elementary	55.3%	80.6%				67.9%
Friendship PCS – Southeast Middle	NA	56.6%				NA
Friendship PCS – Technology	77.9%	82.3%				80.1%
Friendship PCS – Woodridge Elementary	80.2%	82.5%				81.3%
Friendship PCS – Woodridge Middle	74.7%	80.2%				77.5%

**Determination:** All applicable Friendship PCS campuses met their charter goals, exceeding the targeted PMF average of 50.0%. Per the COVID-19 Impact Policy, DC PCSB did not render a determination for three campuses due to limited availability of data.

The remainder of this section contains a description of the PMF and an analysis of Friendship PCS's performance in each PMF category during the review period, excluding school years 2019 – 20, 2020 – 21, and 2021 – 22 per footnote 63. This section does not include SY 2017 – 18 and SY 2018 – 19 PMF outcomes for Friendship PCS – Armstrong Elementary or Friendship PCS – Armstrong Middle because DC PCSB does not have graphics for those campuses that correspond with DC PCSB's re-calculated PMF data.<sup>64</sup> This section ends with supplemental academic data, separate and apart from the school's charter goals.

### **PMF Overview**

DC PCSB assesses all public charter schools according to a PMF. There are four different frameworks; DC PCSB evaluates Friendship PCS campuses under either the Early Childhood, Elementary School, Middle School PMF (PK – 8 PMF) or the High School PMF (HS PMF). DC PCSB divides the PMF into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PMF identifies schools as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of

<sup>64</sup> See the Friendship PCS – Armstrong Re-calculated PMF Outcomes for SY 2017 – 18 and SY 2018 – 19, Appendix B26.

Friendship PCS's performance on the PMF categories, including charts detailing the school's performance compared to the sector.<sup>65</sup>

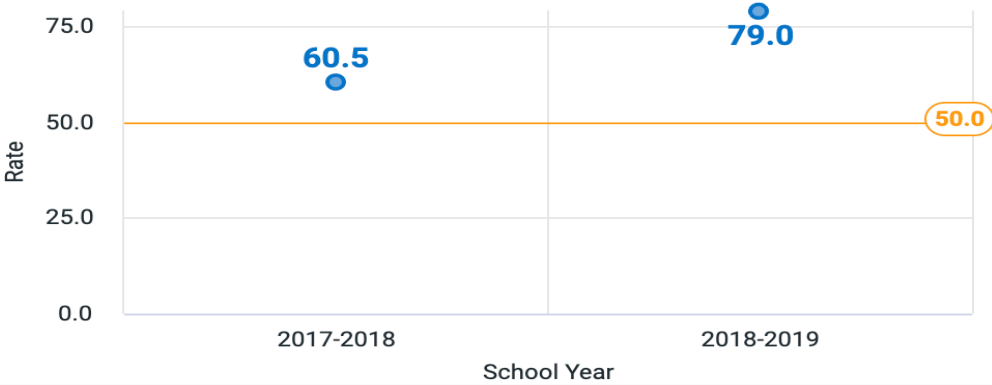
**Student Progress**

Student progress is a measure of student growth over the course of a year. For schools ending in grades K through 3, DC PCSB uses the median of the school’s NWEA MAP student-level conditional growth percentile (CGP) as the growth measure. CGP assesses the relative year-to-year progress individual students made at a school. The median CGP is set by the publisher’s norms, based on the student’s initial assessment score and grade. A median CGP of 50 indicates that a school’s students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance.

For schools ending in grades 4 through 8 and high schools, DC PCSB uses the median growth percentile (MGP) on PARCC, DC’s state assessment, as the growth measure.<sup>66</sup> An MGP of 50 indicates that a school’s students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance.

The charts below detail the school’s CGP and MGP performance compared to the standard of 50.

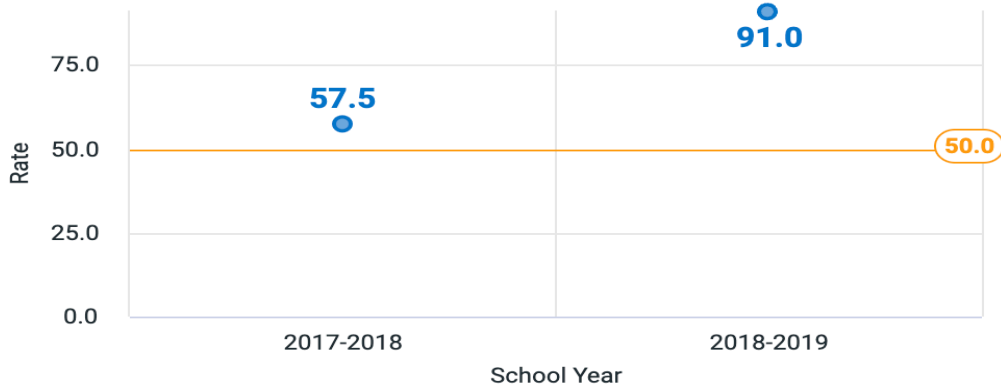
Friendship PCS – Blow-Pierce Elementary’s ELA CGP



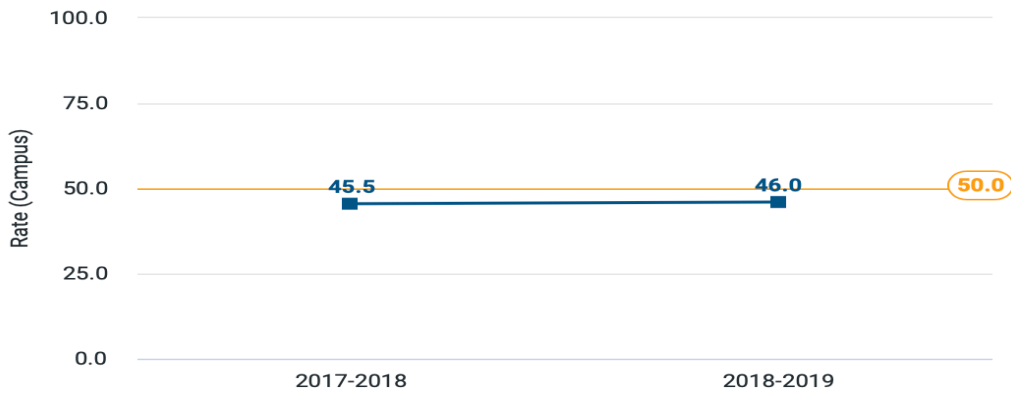
<sup>65</sup> The phrase “compared to the sector” here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

<sup>66</sup> For high school, MGP measures growth for one grade (from 8<sup>th</sup> to 10<sup>th</sup> grade ELA or Geometry). For middle school, MGP accounts for growth across all grades.

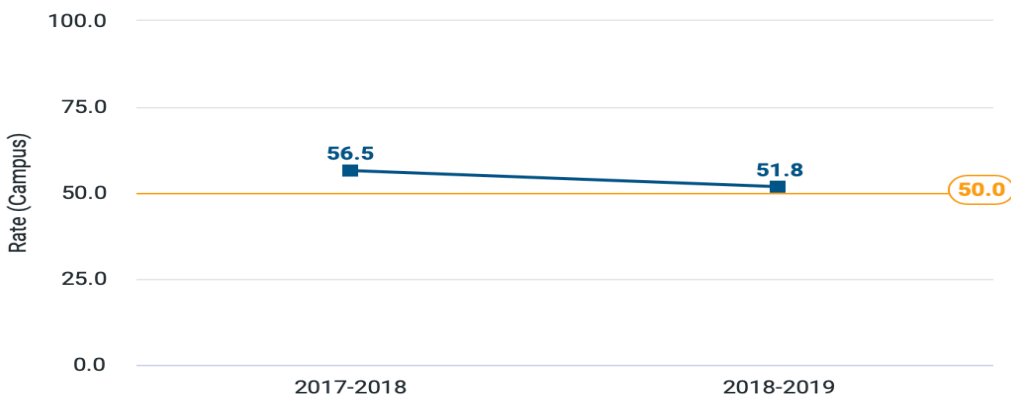
Friendship PCS – Blow-Pierce Elementary’s Math CGP



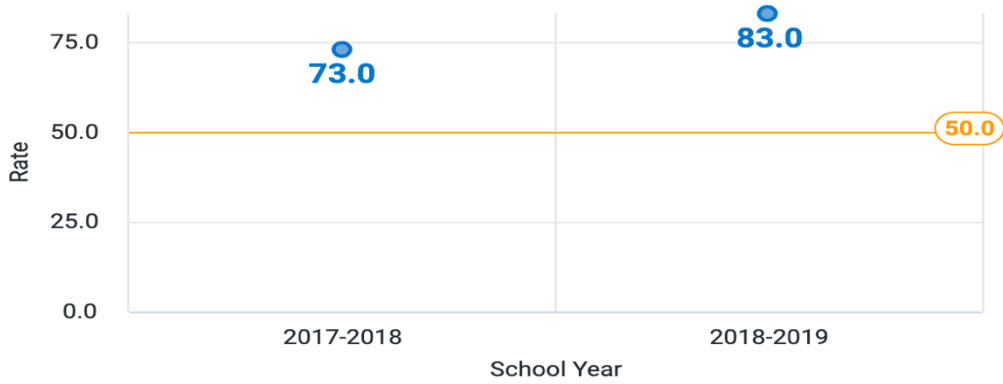
Friendship PCS – Blow-Pierce Middle’s ELA MGP



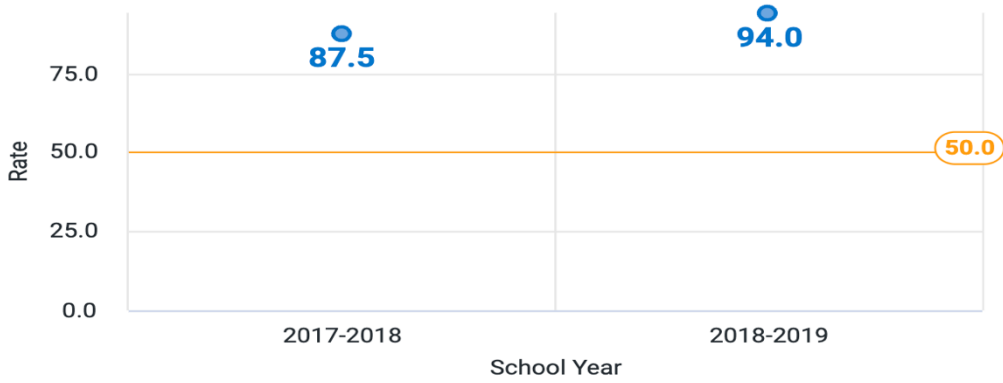
Friendship PCS – Blow-Pierce Middle’s Math MGP Math



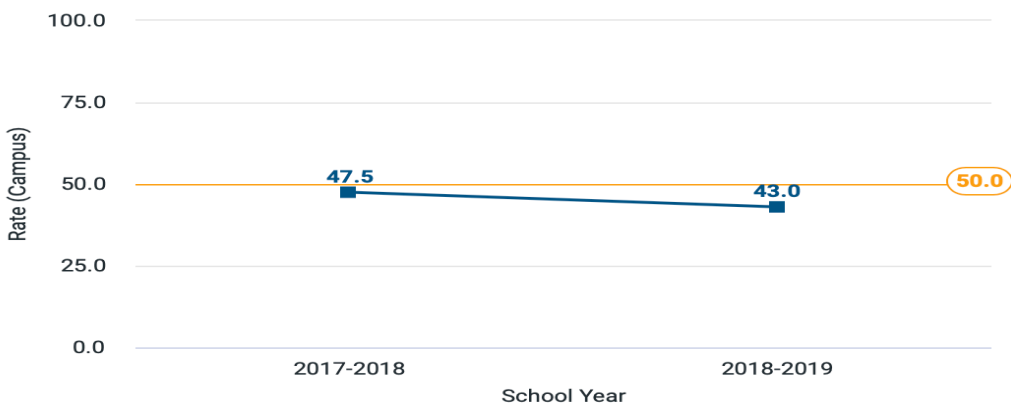
Friendship PCS – Chamberlain Elementary’s ELA CGP



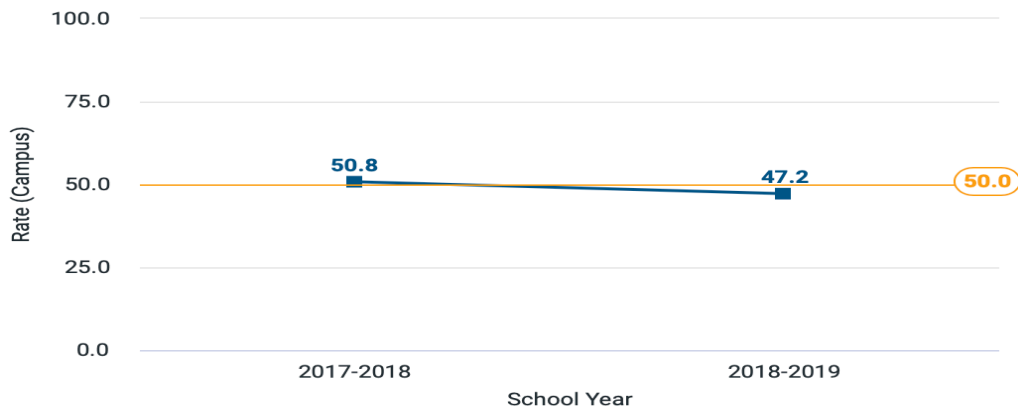
Friendship PCS – Chamberlain Elementary’s Math CGP



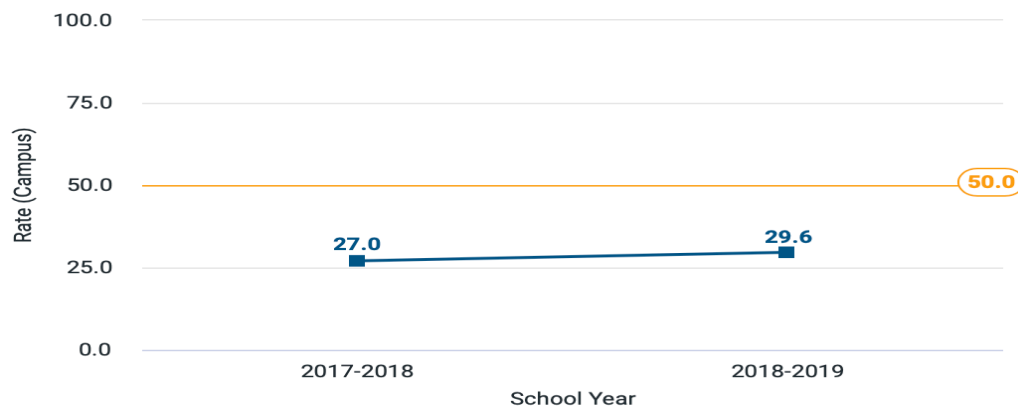
Friendship PCS – Chamberlain Middle’s ELA MGP



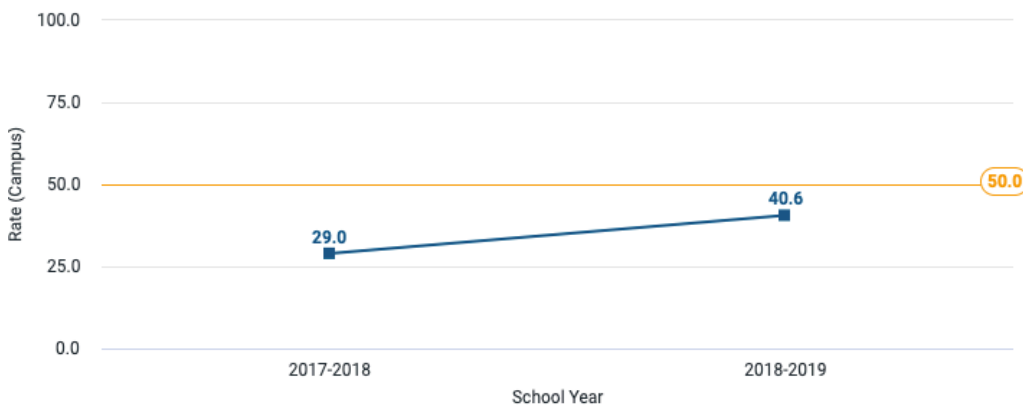
Friendship PCS – Chamberlain Middle’s Math MGP



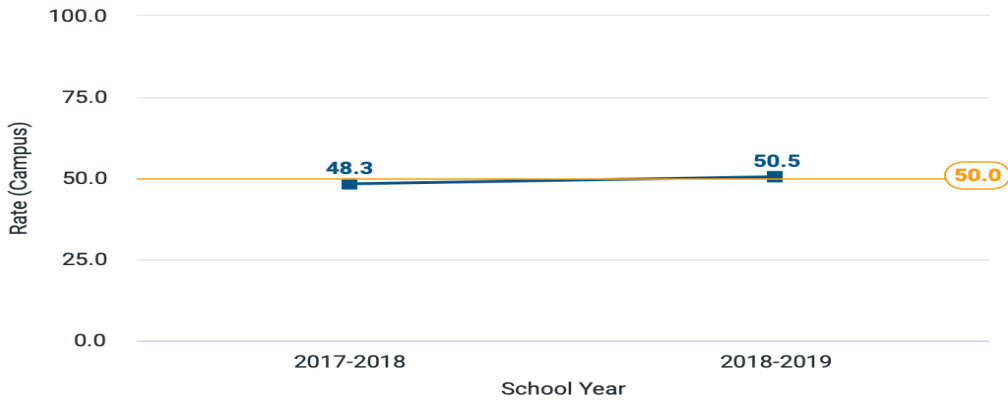
Friendship PCS – Collegiate’s ELA MGP



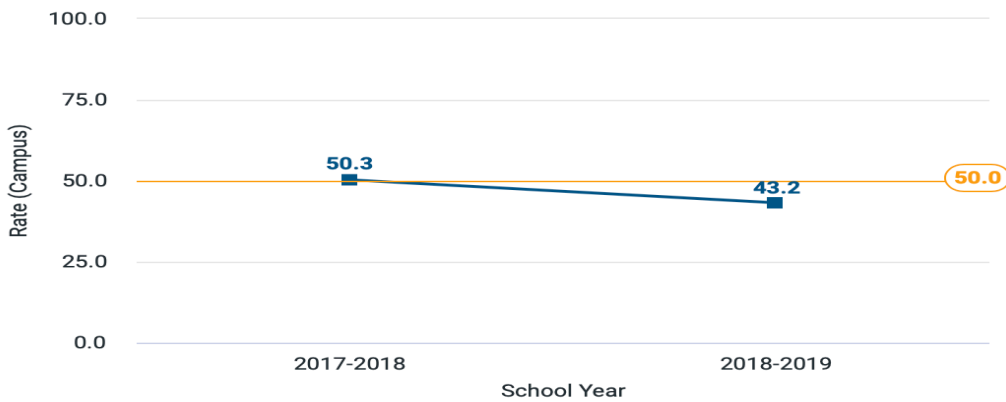
Friendship PCS – Collegiate’s Math MGP



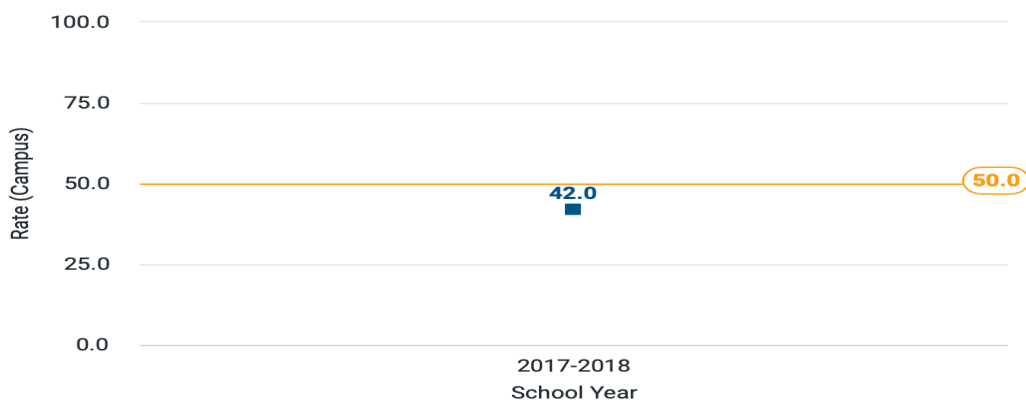
### Friendship PCS – Online’s ELA MGP



### Friendship PCS – Online’s Math MGP

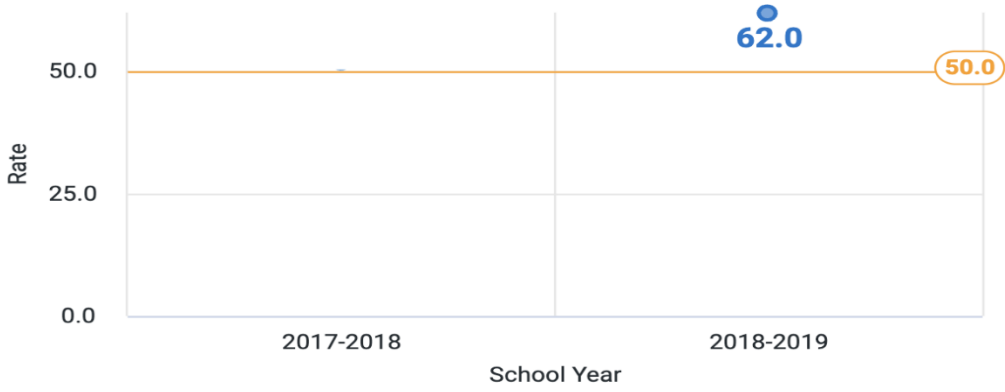


### Friendship PCS – Southeast Elementary’s ELA MGP<sup>67</sup>

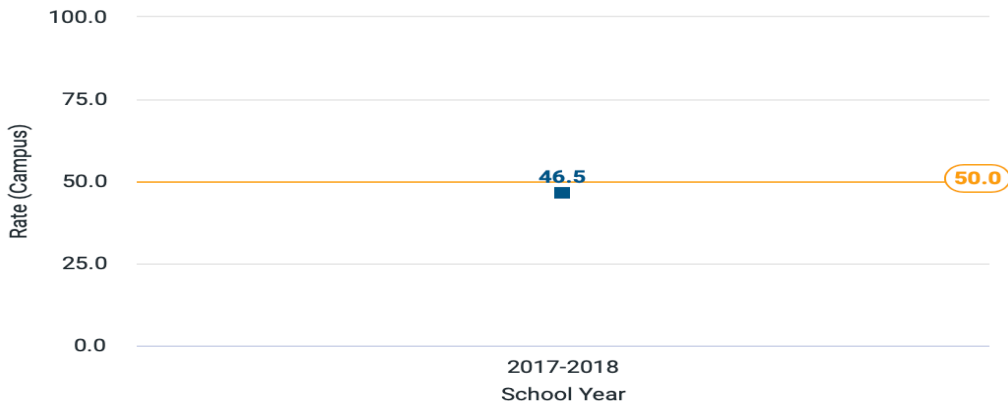


<sup>67</sup> Friendship PCS – Southeast Elementary shifted from serving grades PK3 – 5 in SY 2017 – 18 to grades PK3 – 3 in SY 2018 – 19 and beyond. Consequently, the campus’s Student Progress measures used PARCC MGP in SY 2017 – 18 and NWEA MAP CGP in SY 2018 – 19.

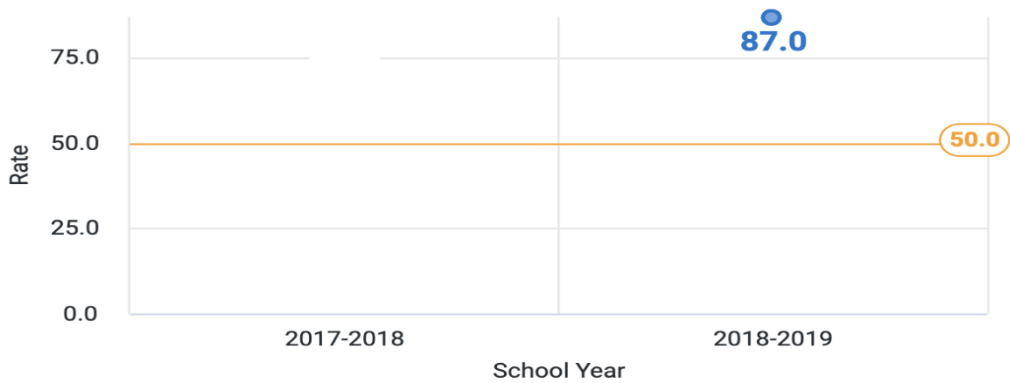
Friendship PCS – Southeast Elementary’s ELA CGP



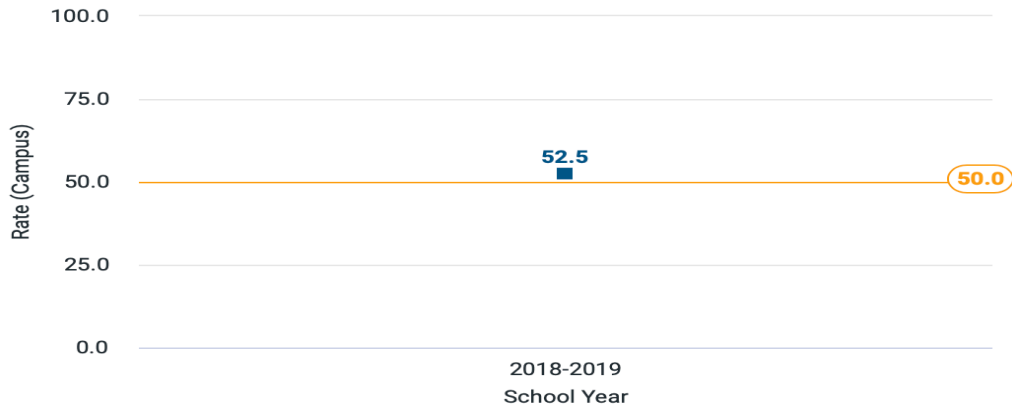
Friendship PCS – Southeast Elementary’s Math MGP



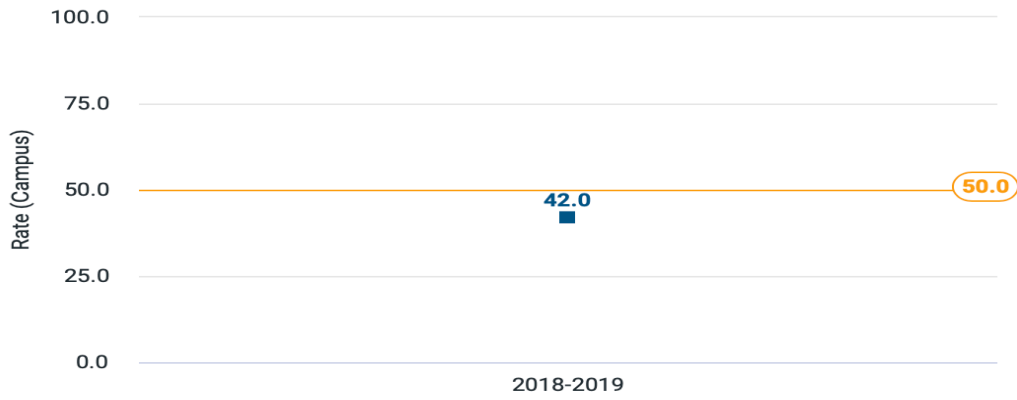
Friendship PCS – Southeast Elementary’s Math CGP



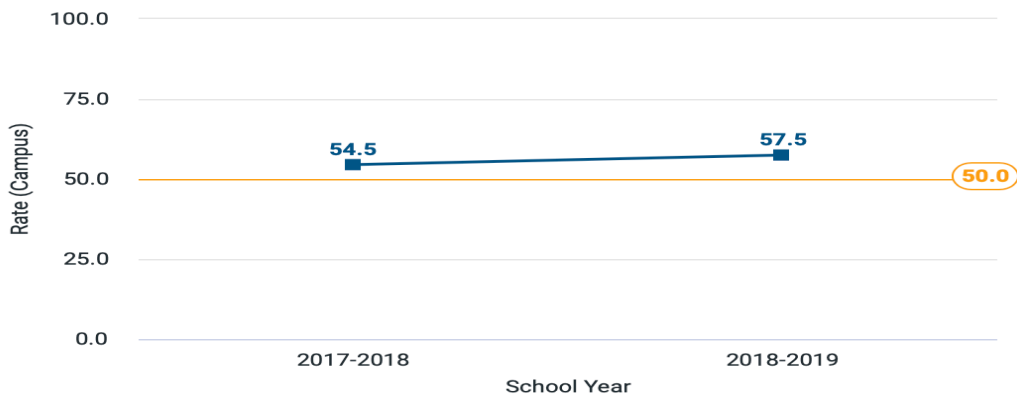
Friendship PCS – Southeast Middle’s ELA MGP



Friendship PCS – Southeast Middle’s Math MGP

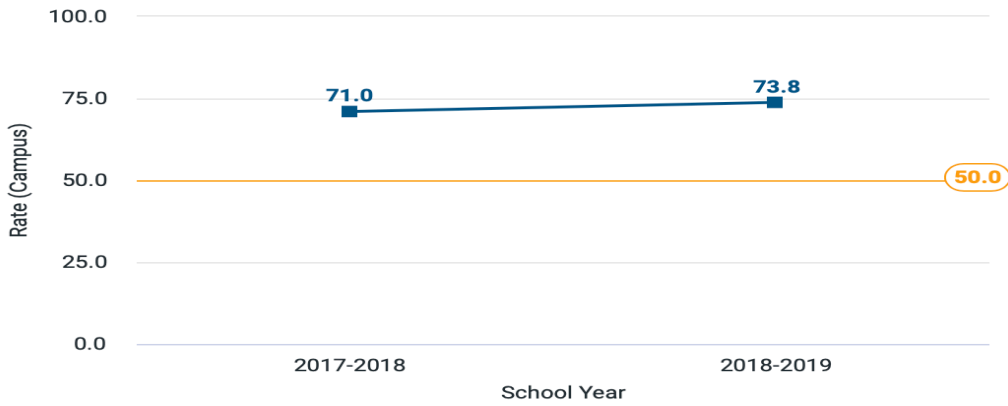


Friendship PCS – Technology’s ELA MGP

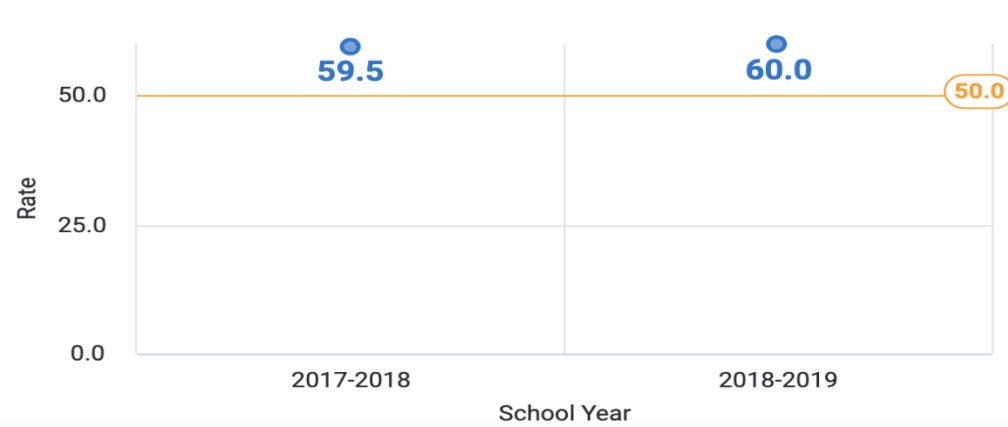




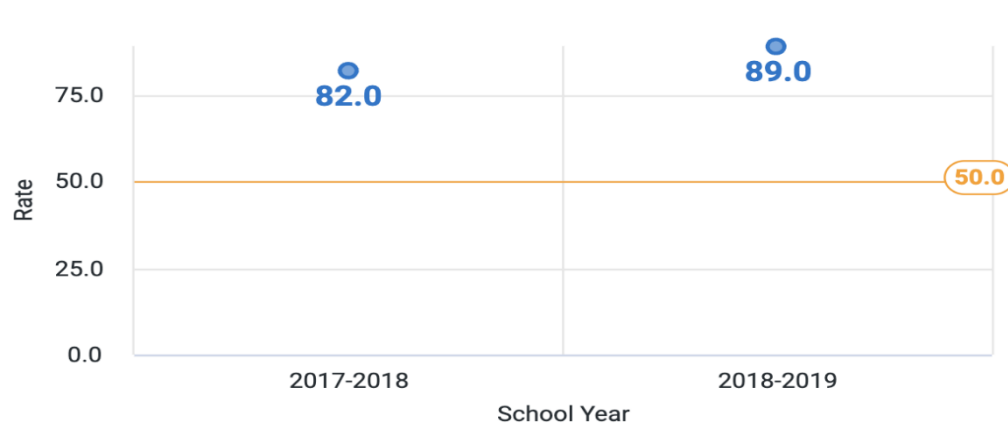
Friendship PCS – Technology’s Math MGP



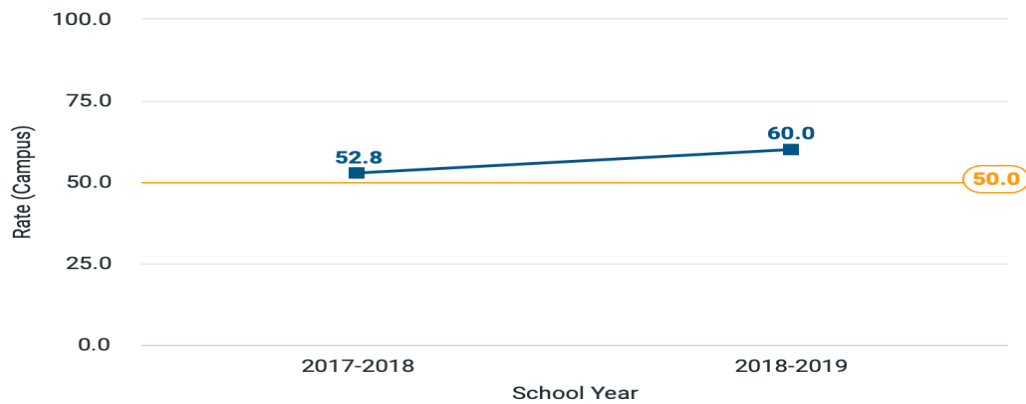
Friendship PCS – Woodridge Elementary’s ELA CGP



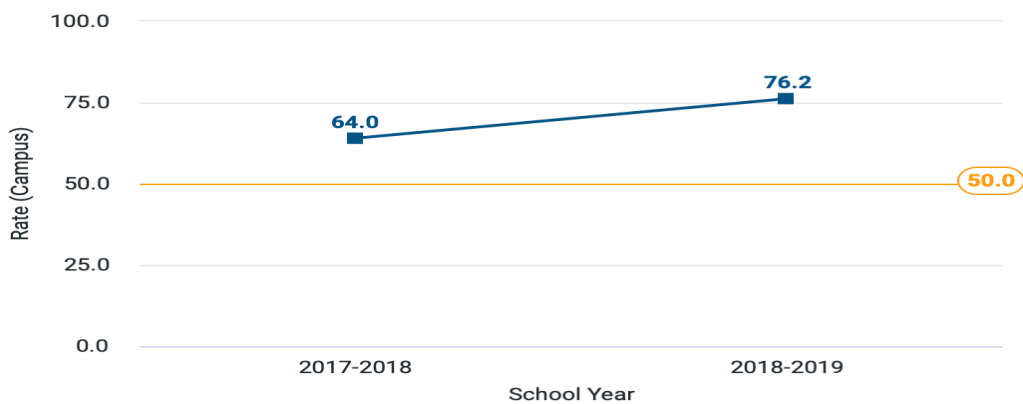
Friendship PCS – Woodridge Elementary’s Math CGP



### Friendship PCS – Woodridge Middle’s ELA MGP



### Friendship PCS – Woodridge Middle’s Math MGP



### Student Achievement

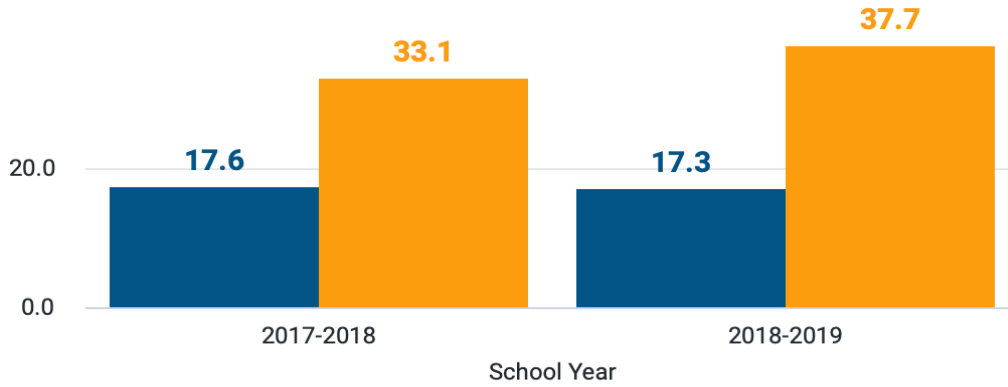
The student achievement category captures overall student performance on the PARCC assessment, with level 4+ indicating proficient and advanced.<sup>68</sup> This category includes overall performance in both ELA and math relative to the sector average for students in the same grade band.<sup>69</sup> The charts below detail the school’s ELA and math achievement performance compared to the sector.

Key for Data Charts	
● Rate (Campus)	● Rate (Sector)

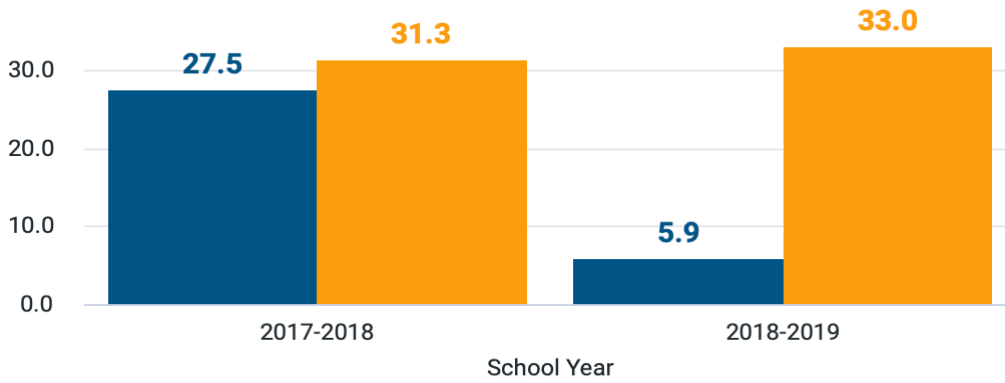
<sup>68</sup> The term “4+” refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

<sup>69</sup> Floors and targets for this measure are set based on the sector’s performance.

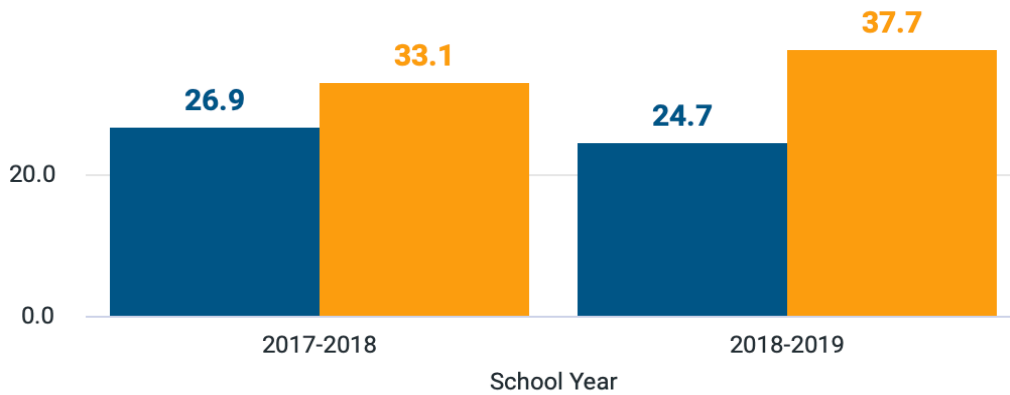
Friendship PCS – Blow-Pierce Elementary’s ELA Proficiency (Overall)



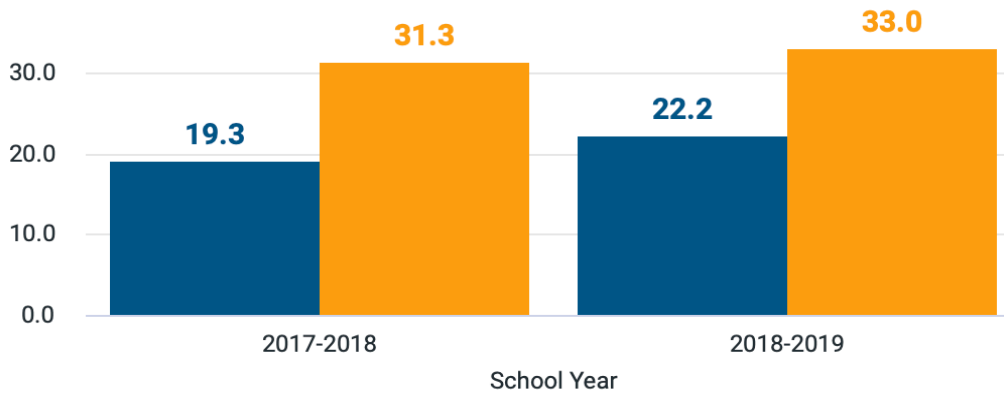
Friendship PCS – Blow-Pierce Elementary’s Math Proficiency (Overall)



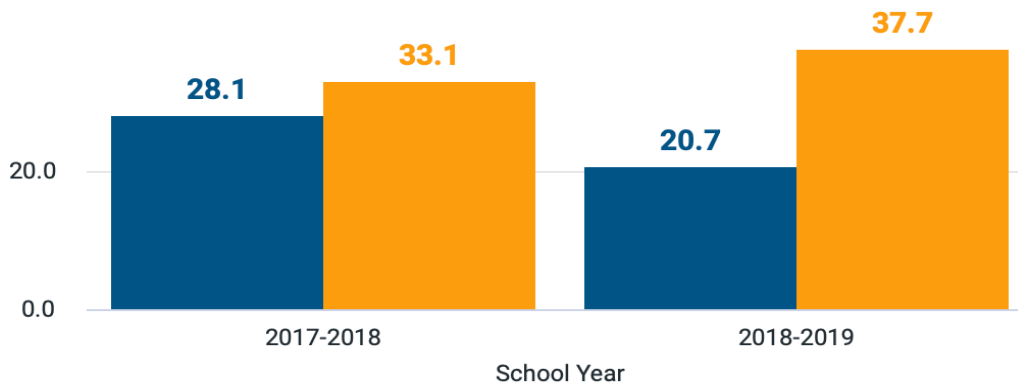
Friendship PCS – Blow-Pierce Middle’s ELA Proficiency (Overall)



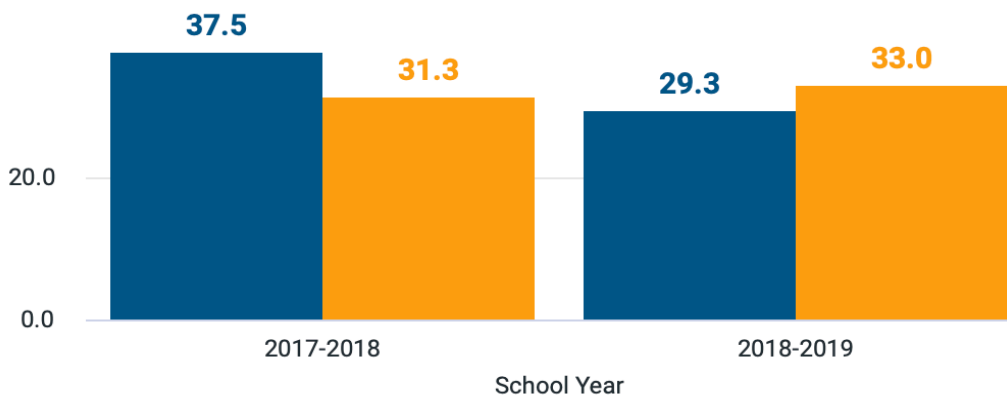
Friendship PCS – Blow-Pierce Middle’s Math Proficiency (Overall)



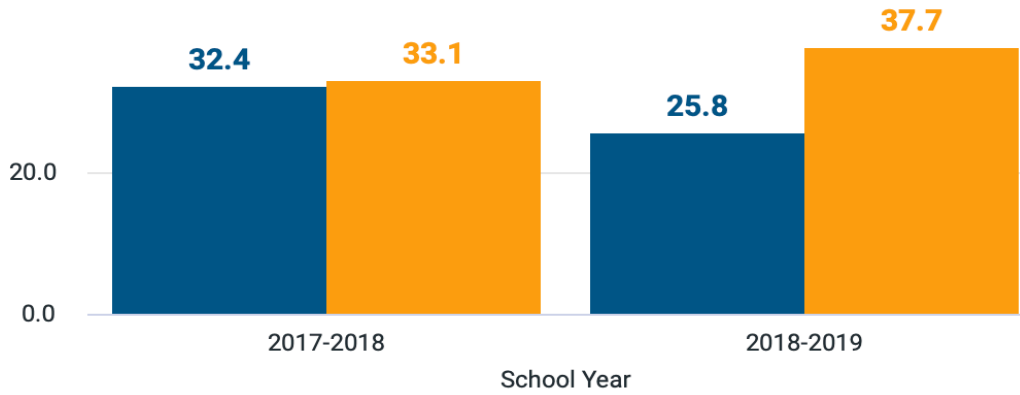
Friendship PCS – Chamberlain Elementary’s ELA Proficiency (Overall)



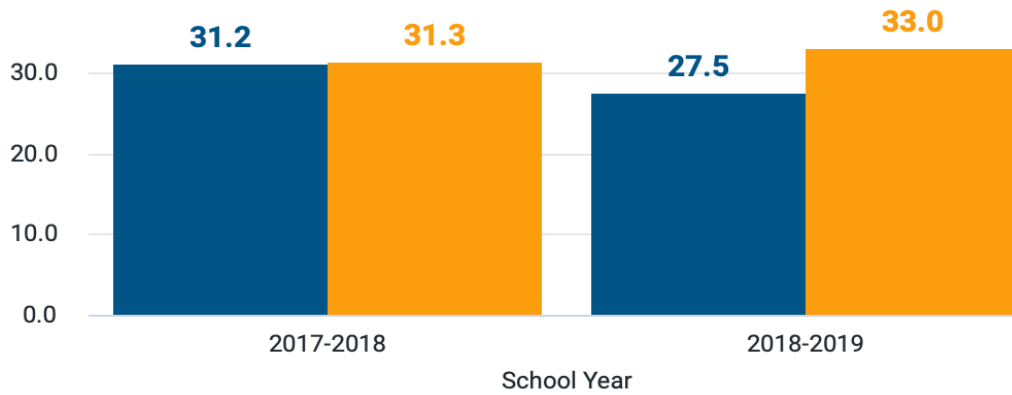
Friendship PCS – Chamberlain Elementary’s Math Proficiency (Overall)



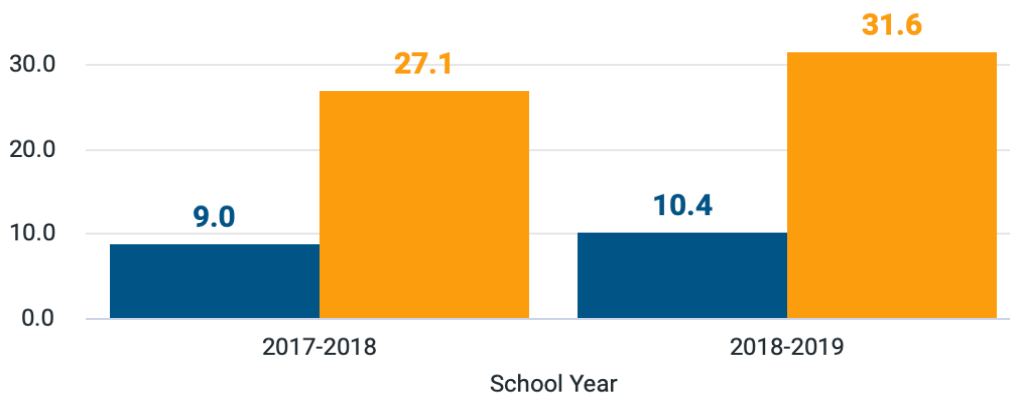
Friendship PCS – Chamberlain Middle’s ELA Proficiency (Overall)



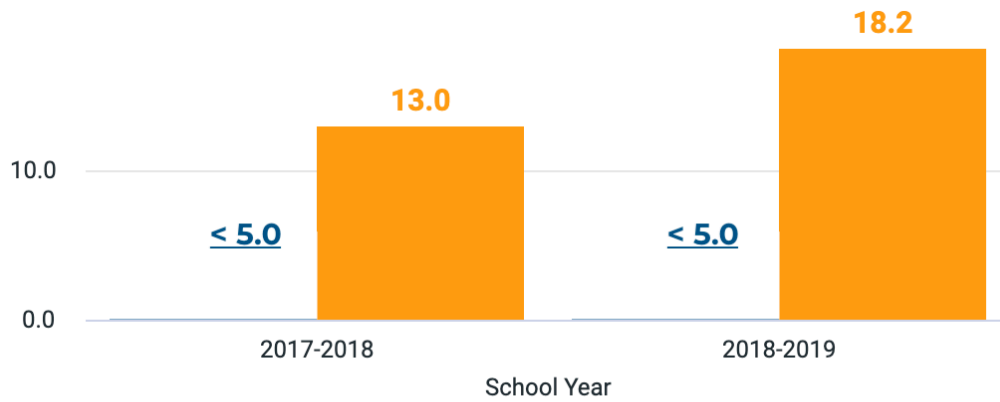
Friendship PCS – Chamberlain Middle’s Math Proficiency (Overall)



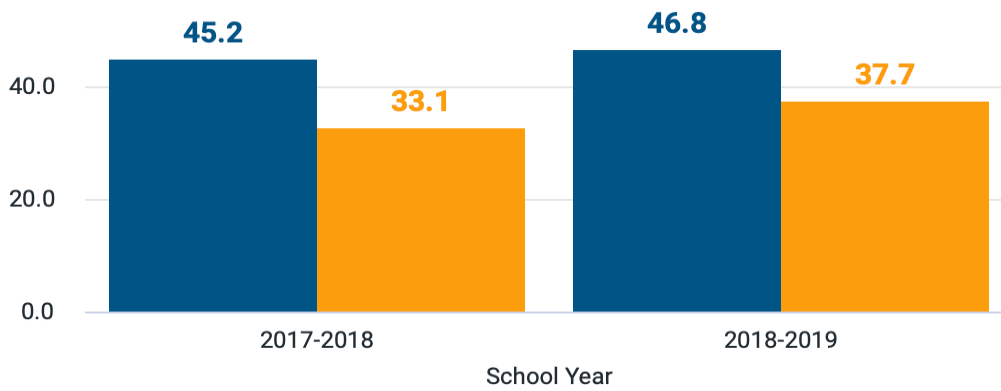
Friendship PCS – Collegiate’s ELA Proficiency (Overall)



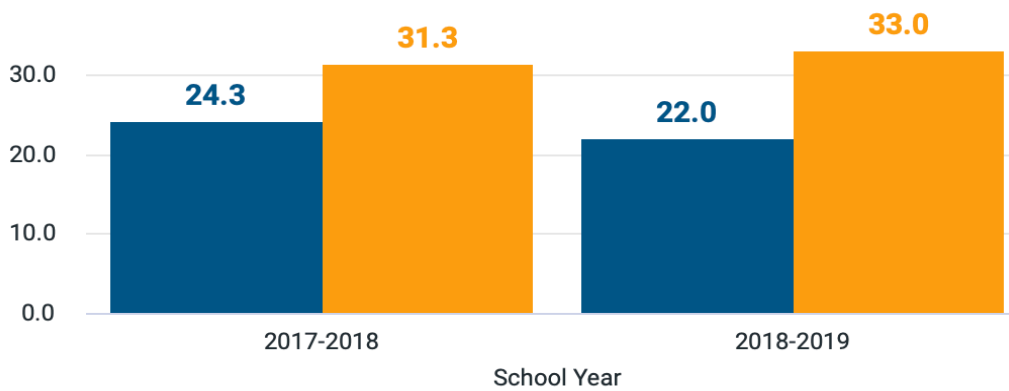
Friendship PCS- Collegiate's Math Proficiency (Overall)<sup>70</sup>



Friendship PCS – Online's ELA Proficiency (Overall)

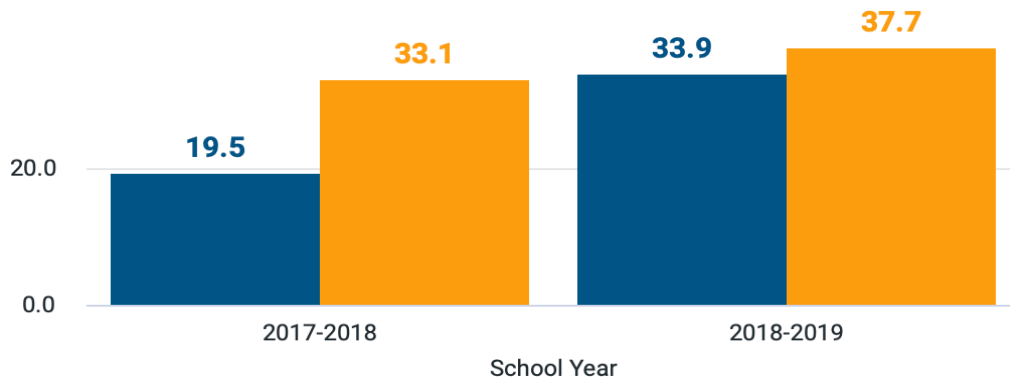


Friendship PCS – Online's Math Proficiency (Overall)

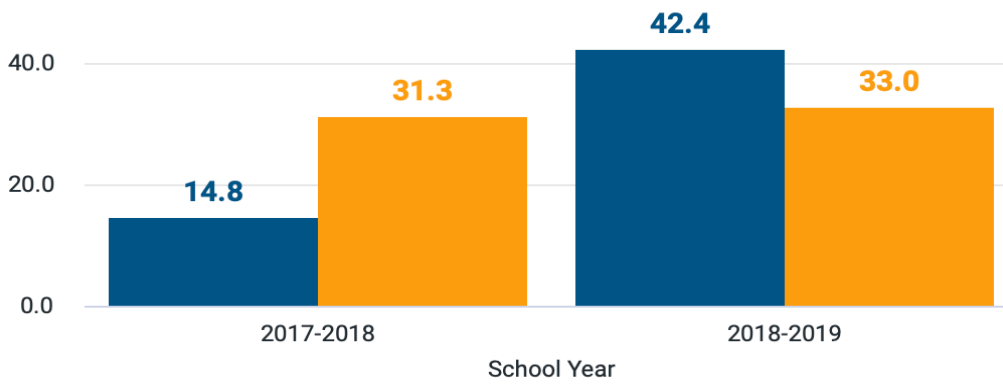


<sup>70</sup> In cases of sensitive, DC PCSB suppresses negative data at rates greater than 95.0% or less than 5.0%.

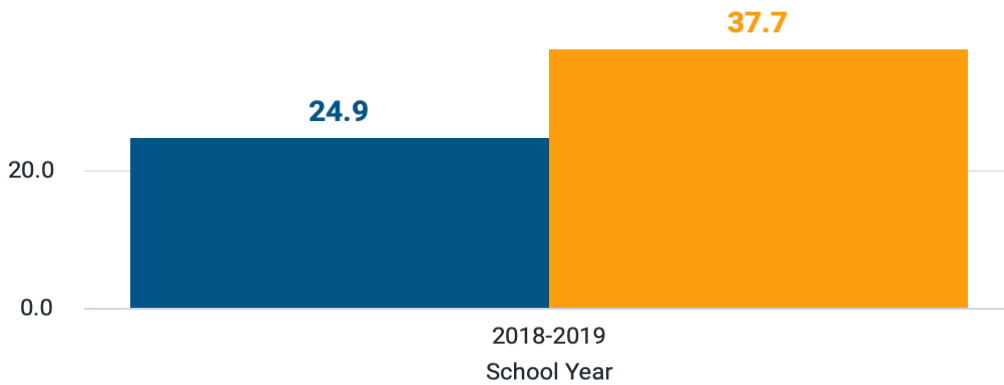
Friendship PCS – Southeast Elementary’s ELA Proficiency (Overall)



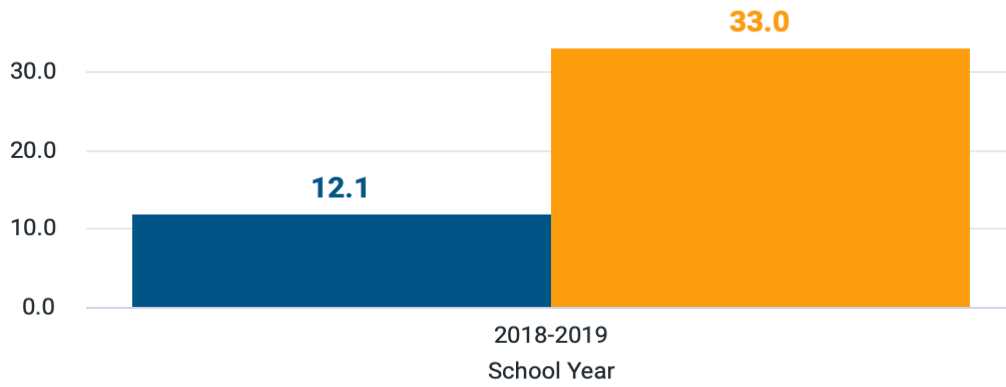
Friendship PCS – Southeast Elementary’s Math Proficiency (Overall)



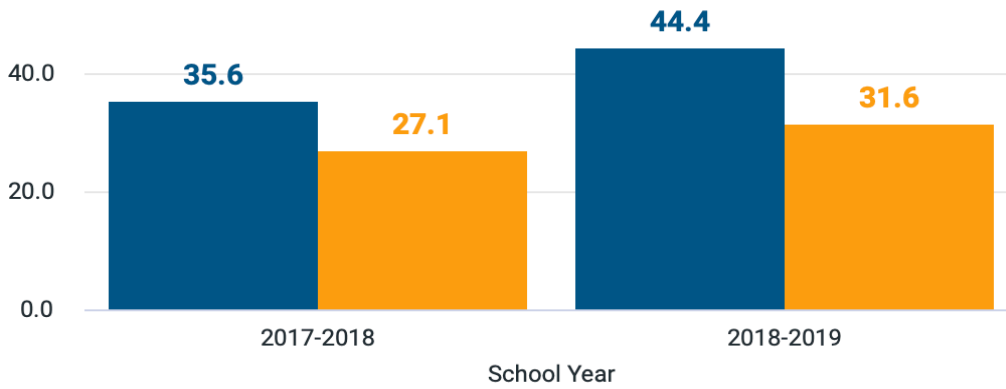
Friendship PCS – Southeast Middle’s ELA Proficiency (Overall)



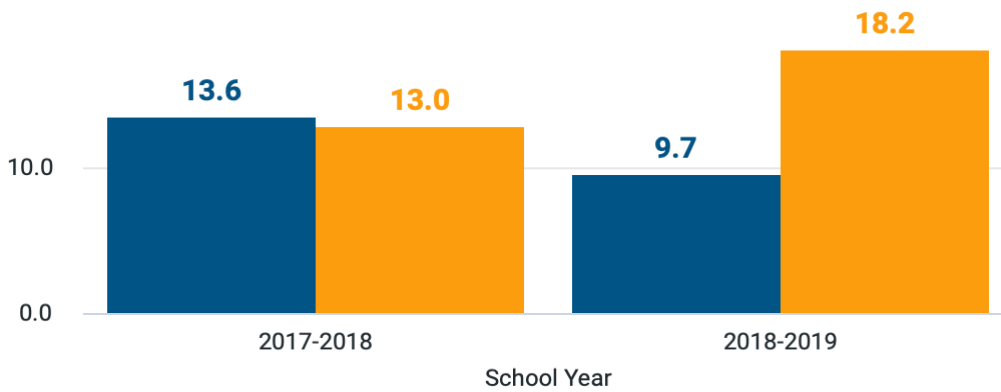
Friendship PCS – Southeast Middle’s Math Proficiency (Overall)



Friendship PCS – Technology’s ELA Proficiency (Overall)

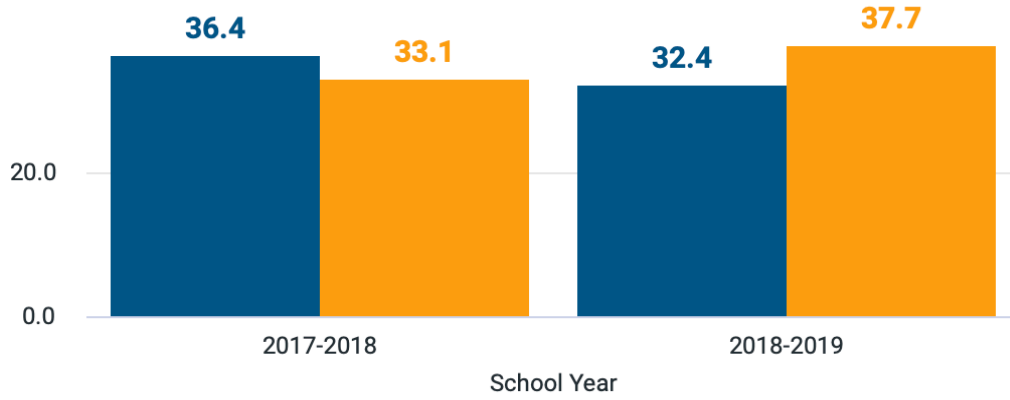


Friendship PCS – Technology’s Math Proficiency (Overall)

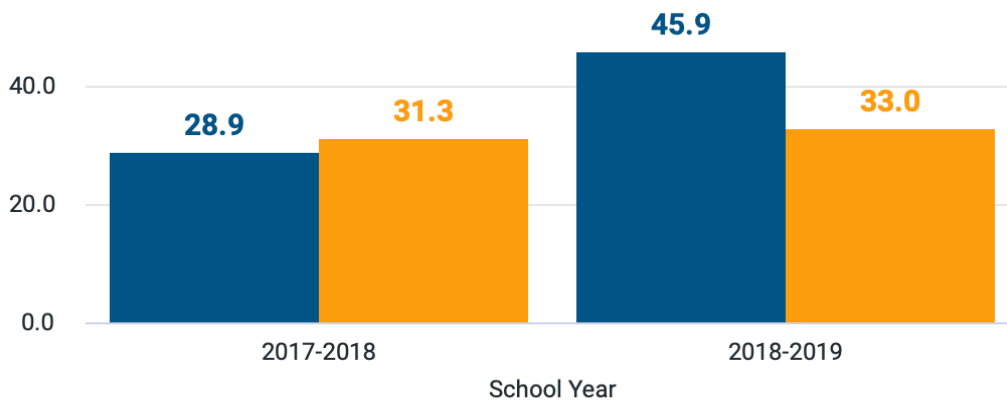




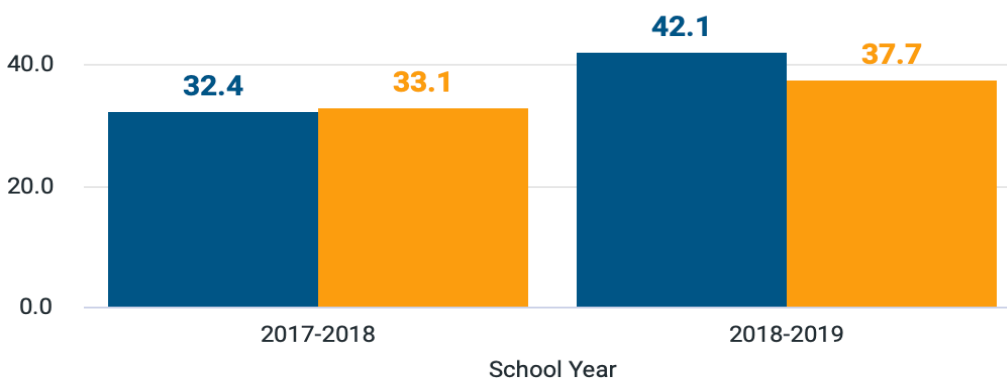
Friendship PCS – Woodridge Elementary’s ELA Proficiency (Overall)



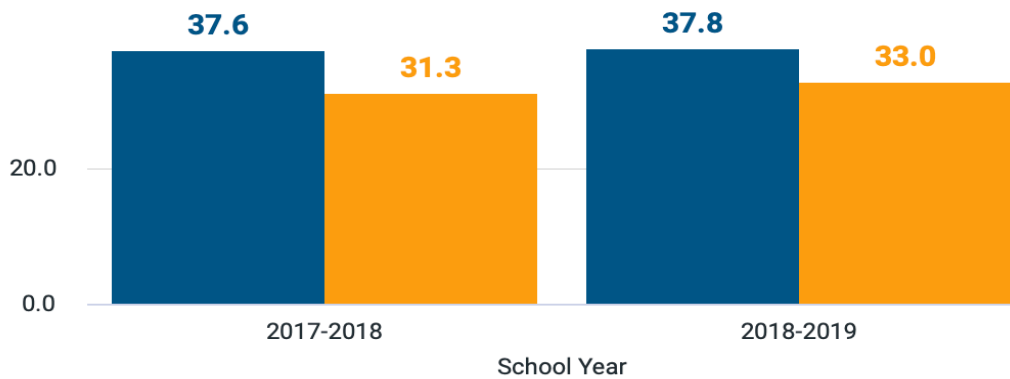
Friendship PCS – Woodridge Elementary’s Math Proficiency (Overall)



Friendship PCS – Woodridge Middle’s ELA Proficiency (Overall)



Friendship PCS – Woodridge Middle’s Math Proficiency (Overall)



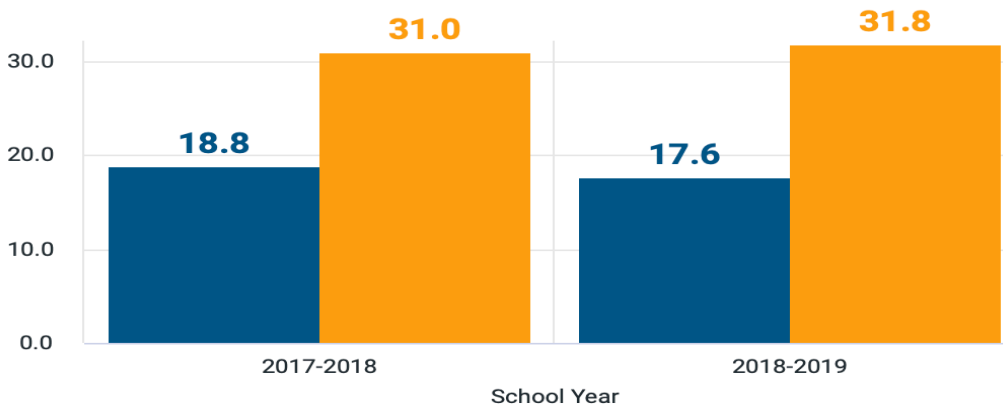
**Gateway**

The gateway category includes grade-specific measures that predict students' future academic performance. The PK – 8 PMF gateway measures vary and are described below.

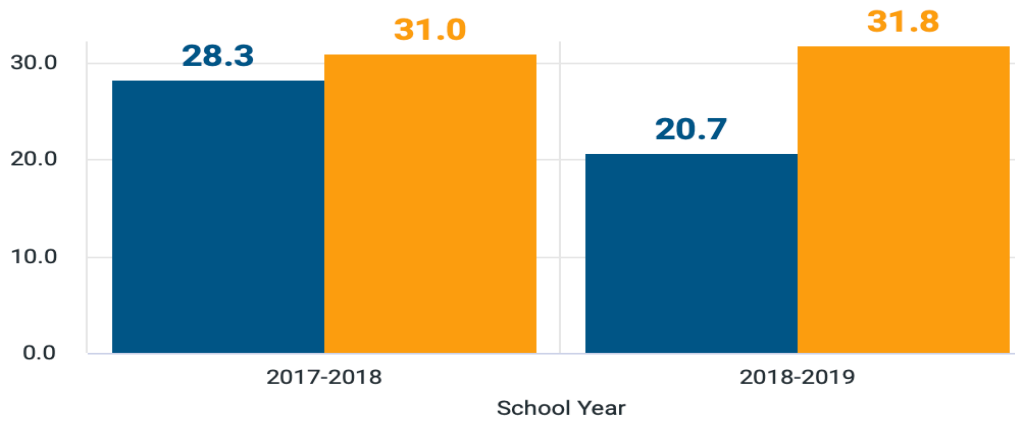
3<sup>rd</sup> Grade ELA

This measure reports the percentage of 3<sup>rd</sup> graders who have attended the LEA for at least two full academic years who either achieved level 4+ on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA. The charts below report the LEA's 3<sup>rd</sup> grade ELA performance compared to the charter sector.

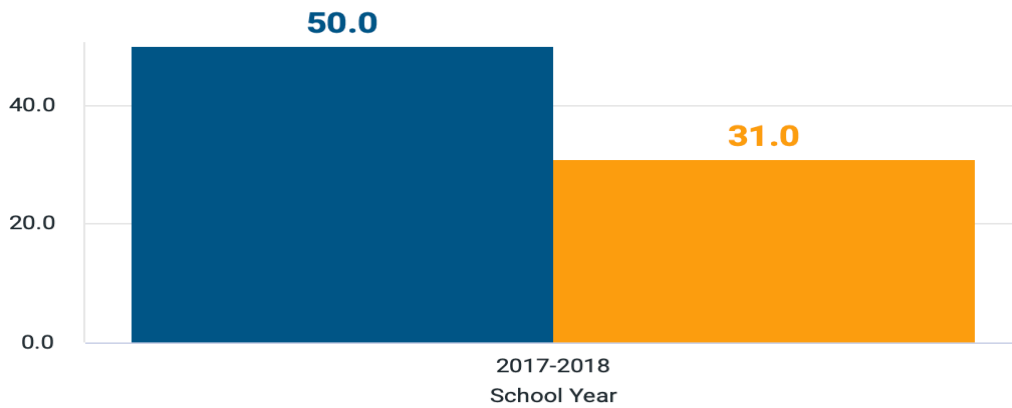
Friendship PCS – Blow-Pierce Elementary's 3<sup>rd</sup> Grade ELA



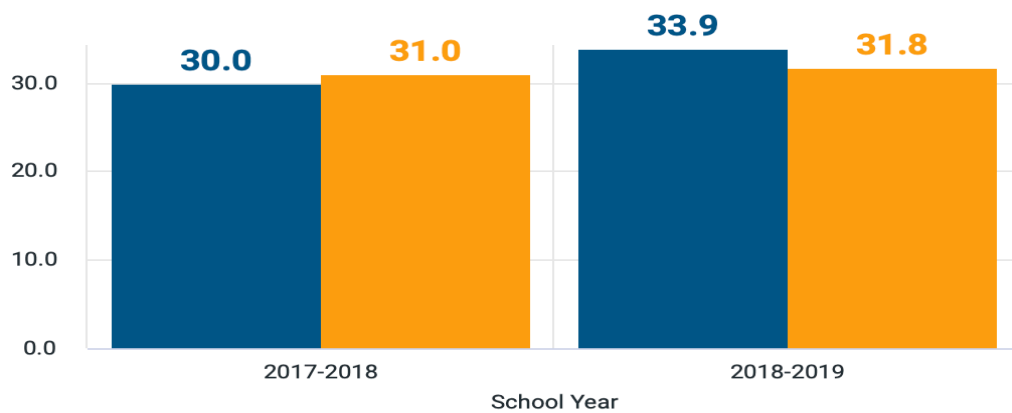
Friendship PCS – Chamberlain Elementary’s 3<sup>rd</sup> Grade ELA



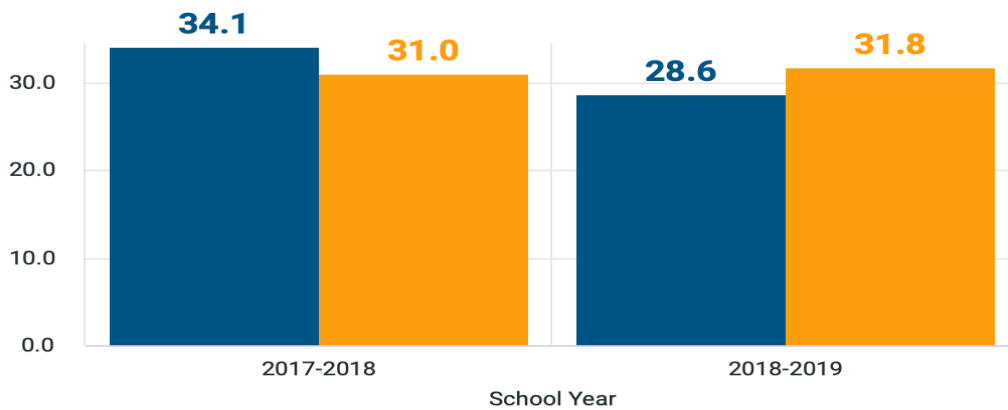
Friendship PCS – Online’s 3<sup>rd</sup> Grade ELA



Friendship PCS – Southeast Elementary’s 3<sup>rd</sup> Grade ELA



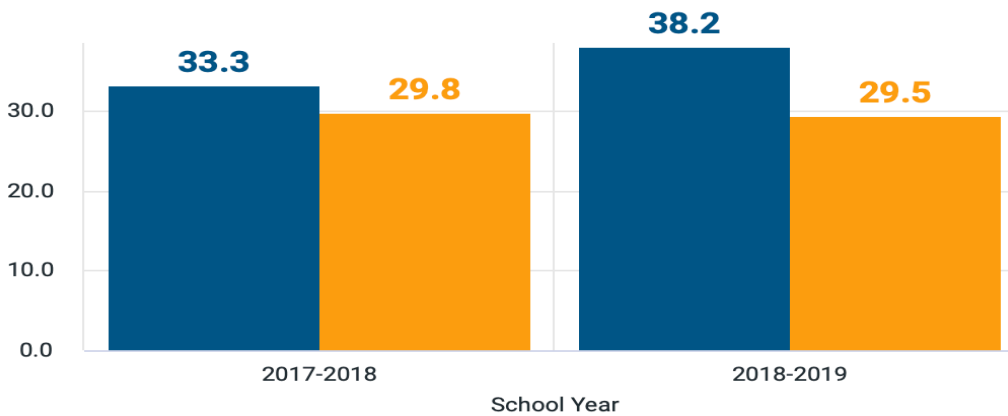
Friendship PCS – Woodridge Elementary's 3<sup>rd</sup> Grade ELA



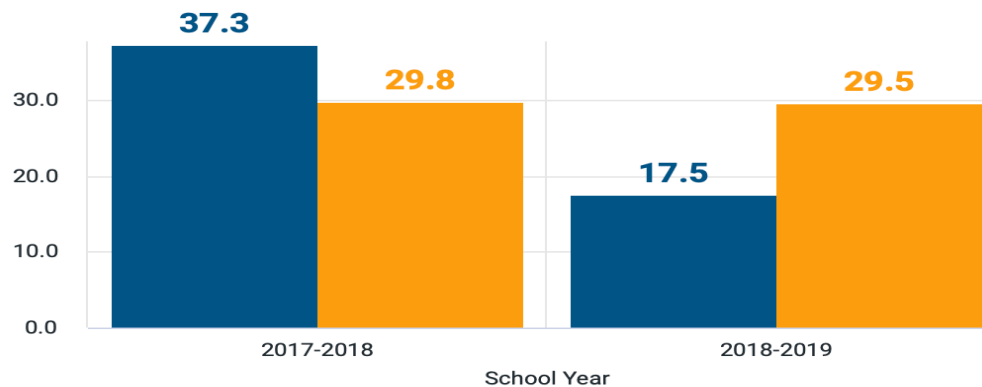
8<sup>th</sup> Grade Math

This measure reports the percentage of 8<sup>th</sup> graders who attended the LEA for at least two years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the MSAA in math. The charts below report the school's 8<sup>th</sup> grade math performance compared to the sector.

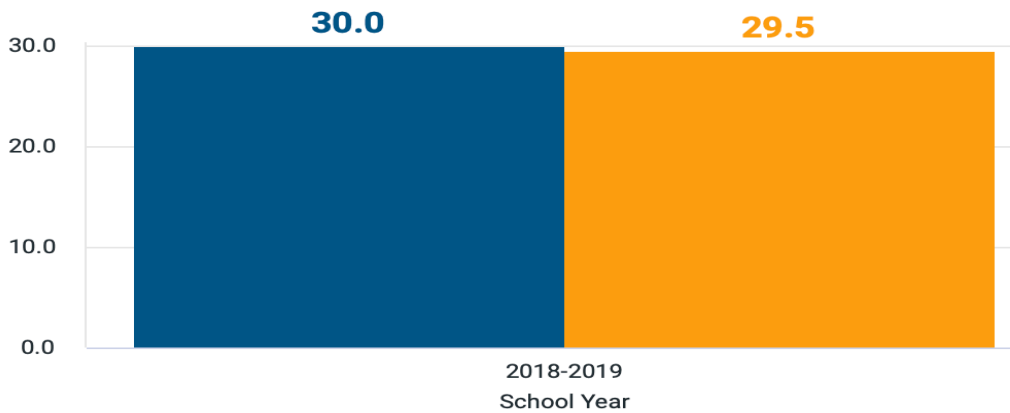
Friendship PCS – Blow-Pierce Middle's 8<sup>th</sup> Grade Math



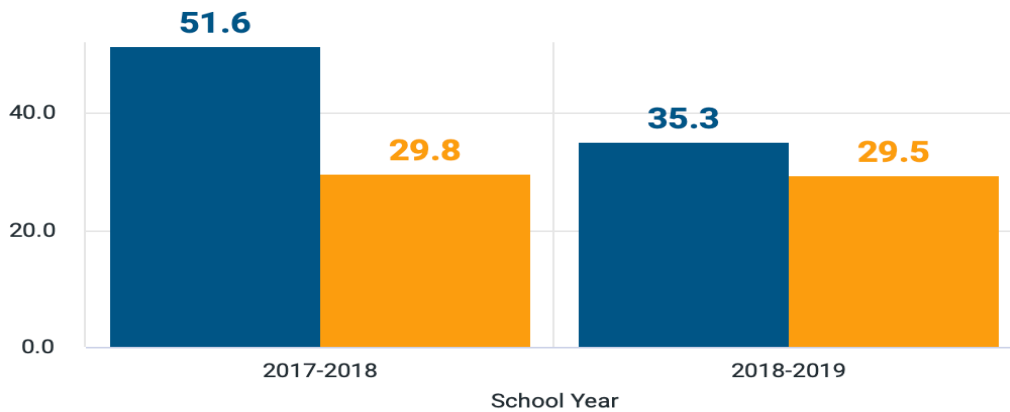
Friendship PCS – Chamberlain Middle's 8<sup>th</sup> Grade Math



Friendship PCS – Online’s 8<sup>th</sup> Grade Math



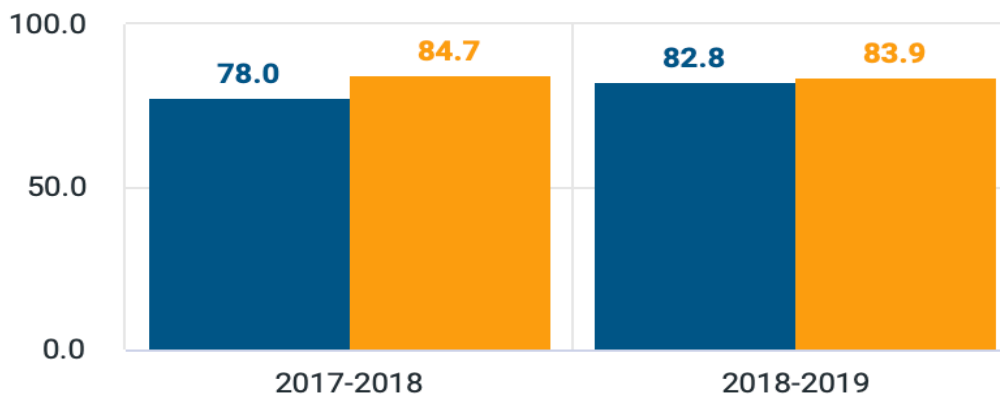
Friendship PCS – Woodridge Middle’s 8<sup>th</sup> Grade Math



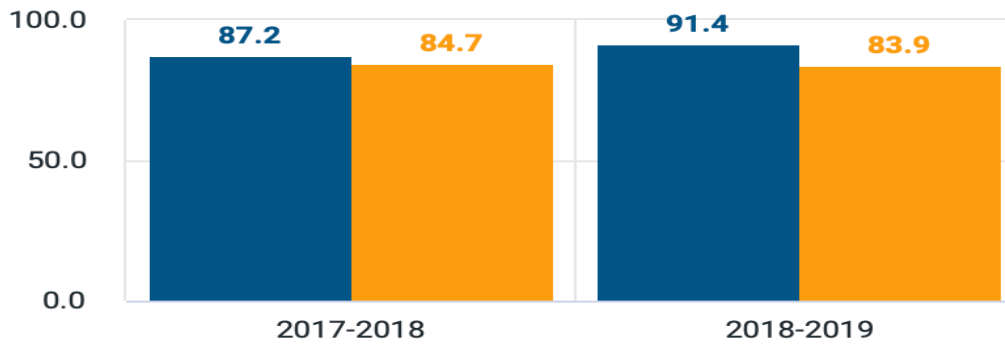
9<sup>th</sup> Grade on Track

This measure reports the percentage of 9<sup>th</sup> graders who earned enough credits in their freshman year to be on track to graduate from high school in four years. The charts below detail the school’s 9<sup>th</sup> grade on-track performance compared the sector.

Friendship PCS – Collegiate’s 9<sup>th</sup> Grade on Track



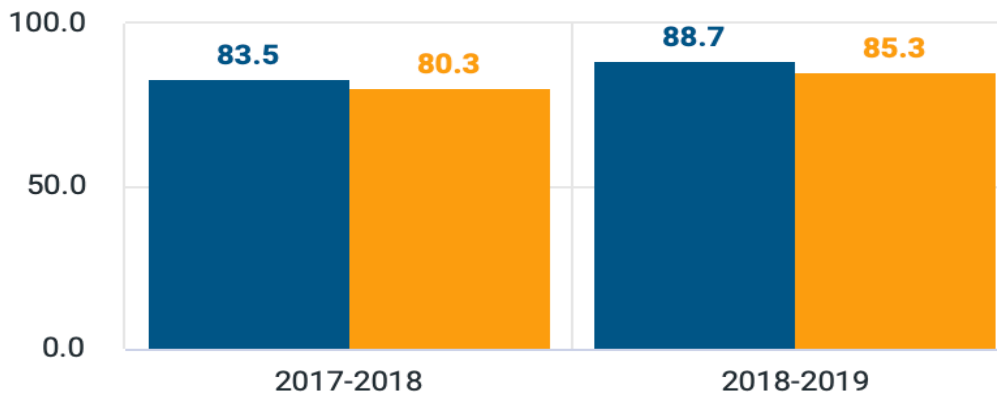
Friendship PCS – Technology’s 9<sup>th</sup> Grade on Track



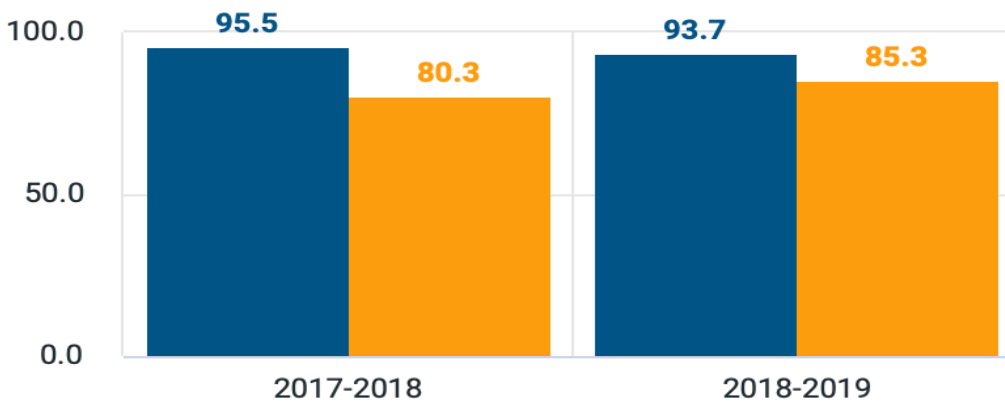
Four-Year ACGR

This measure reports the percentage of 9<sup>th</sup> graders who graduated in four years. The charts below detail the school’s four-year ACGR performance compared to the sector.

Friendship PCS – Collegiate’s Four-Year ACGR



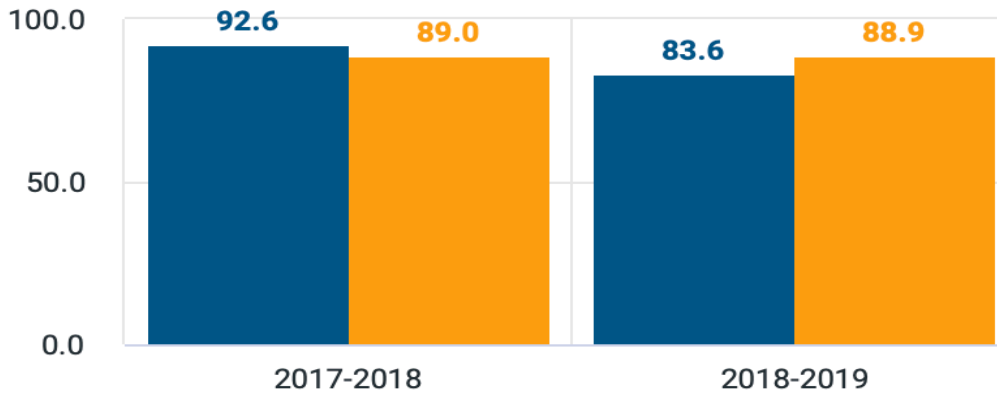
Friendship PCS – Technology’s Four-Year ACGR



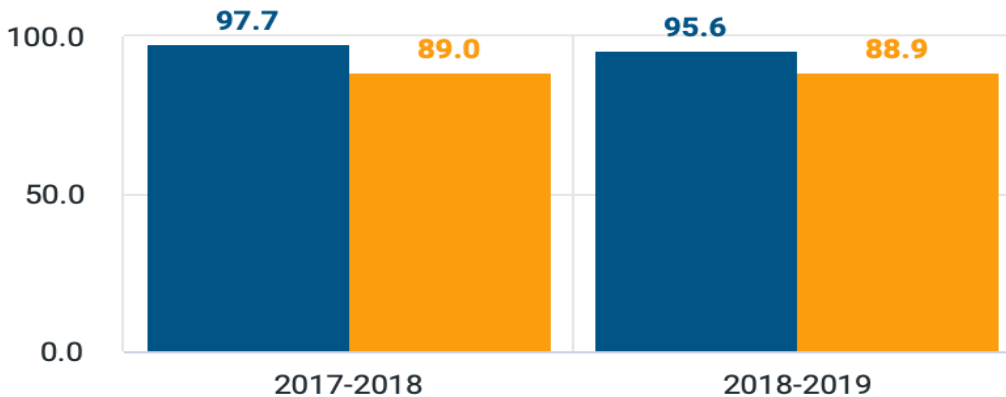
Five-Year ACGR

This measure reports the percentage of 9<sup>th</sup> graders who graduated in five years. The charts below detail the LEA's five-year ACGR compared to the sector average.

Friendship PCS – Collegiate's Five-Year ACGR



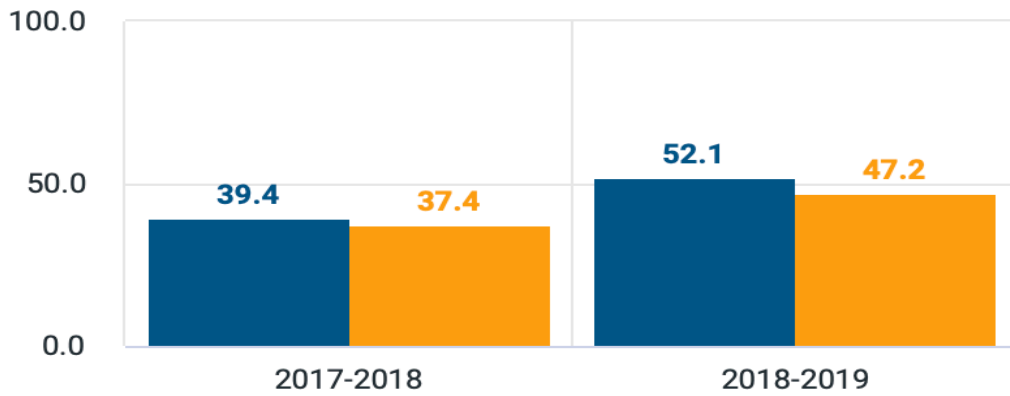
Friendship PCS – Technology's Five-Year ACGR



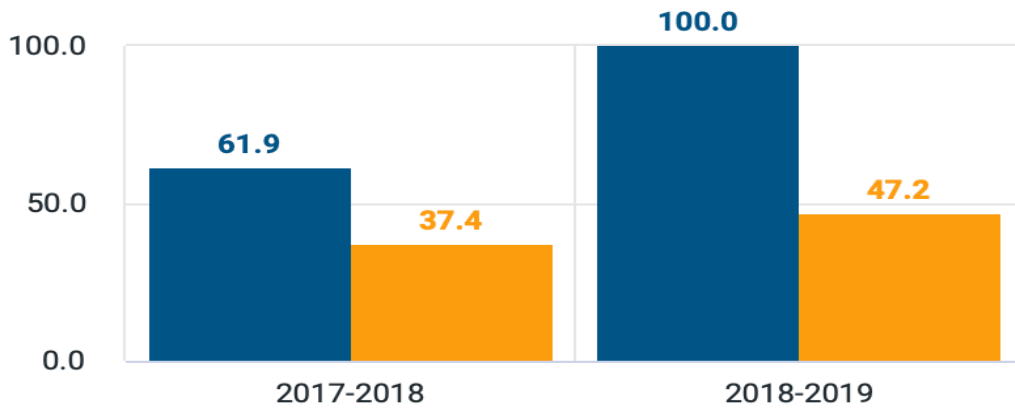
College Readiness: Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE)/Career and Technical Education (CTE) Certification

This measure reports the percentage of students who scored 3 or above on AP exams, scored 4 or above on IB exams, earned a C or better in dual enrollment courses, or earned a CTE certificate. The charts below detail the school's college readiness performance compared to the sector.

Friendship PCS – Collegiate’s AP/IB/DE/CTE



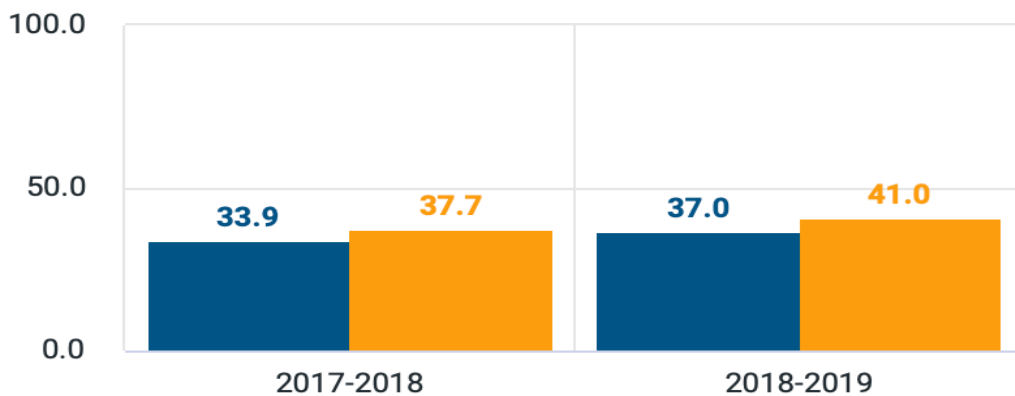
Friendship PCS – Technology’s AP/IB/DE/CTE



PSAT Performance

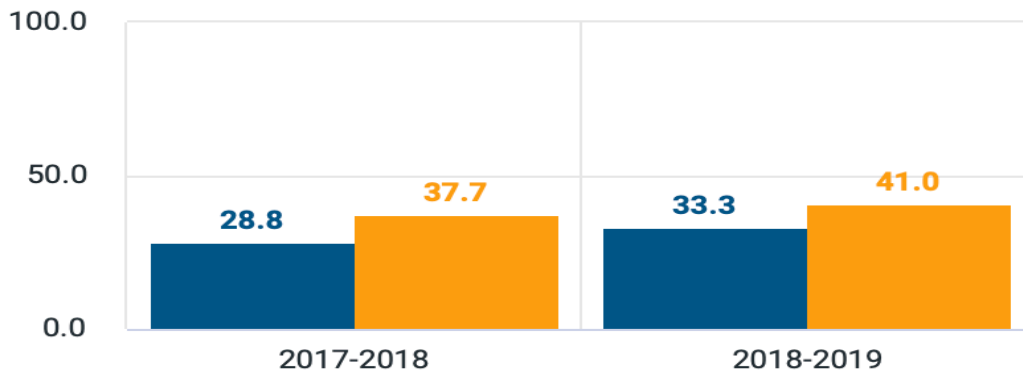
This measure reports the percentage of 11<sup>th</sup> graders who scored 850 or above on the combined reading and math sections of the PSAT. The charts below detail the school’s PSAT performance compared to the sector.

Friendship PCS – Collegiate’s PSAT





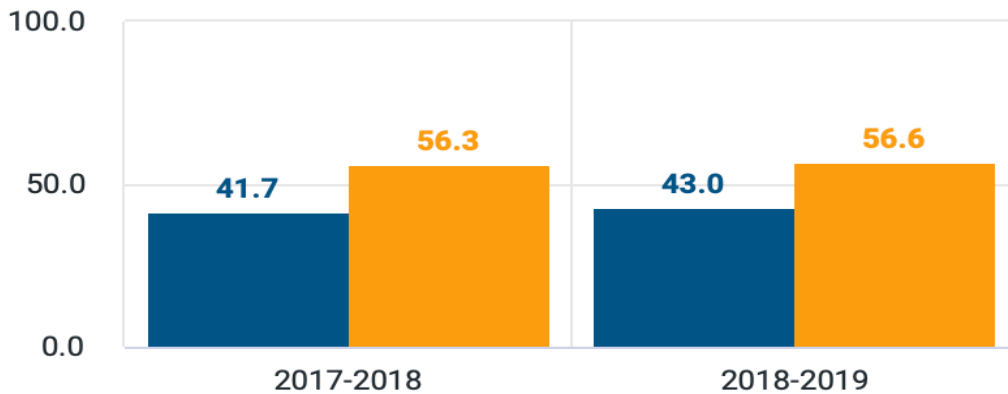
Friendship PCS – Technology’s PSAT



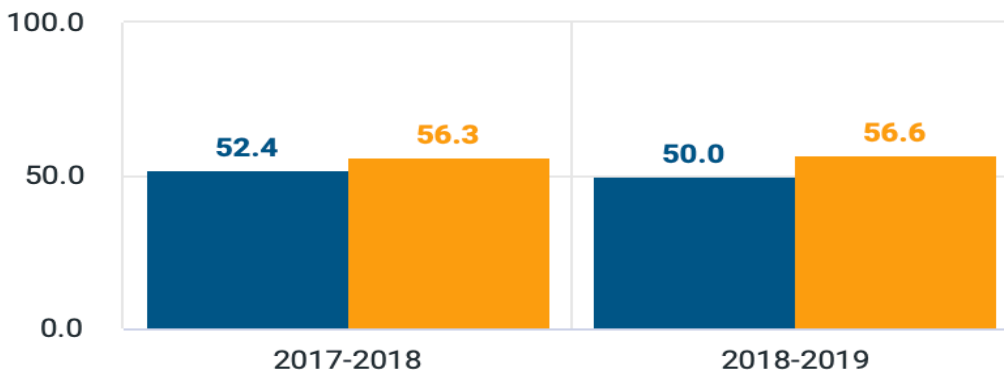
SAT/ACT Performance

This measure reports the percentage of 12<sup>th</sup> graders who scored 890 or above on the combined reading and math sections of the SAT or who have a composite score of 16 or above on the ACT. The chart below details the school’s SAT/ACT performance compared to the sector.

Friendship PCS – Collegiate’s SAT/ACT



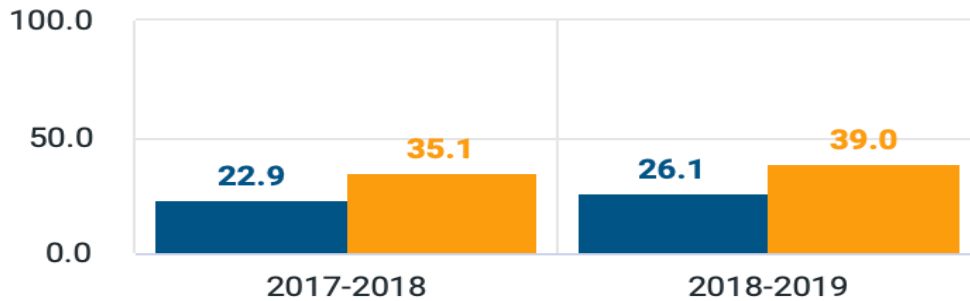
Friendship PCS – Technology’s SAT/ACT



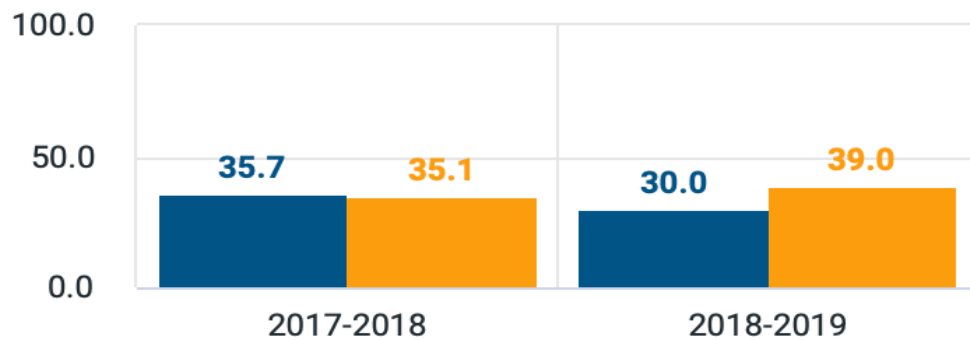
SAT/ACT College Ready: Evidence-Based Reading and Writing (ERW)<sup>71</sup>

This measure reports the percentage of 12<sup>th</sup> graders who scored “college ready” (i.e., an SAT score of 480 or more, or an ACT score of 20 or more) on the SAT or ACT reading section. The chart below details the school’s SAT/ACT ERW performance compared to the sector.

Friendship PCS – Collegiate’s ERW



Friendship PCS – Technology’s ERW

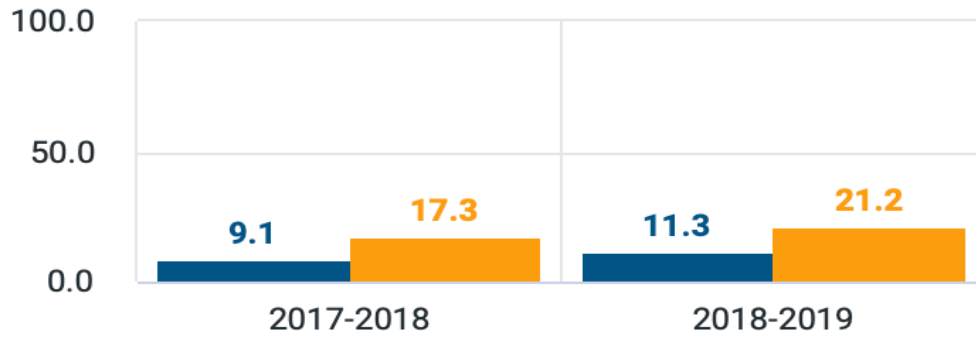


SAT/ACT College Ready: Math

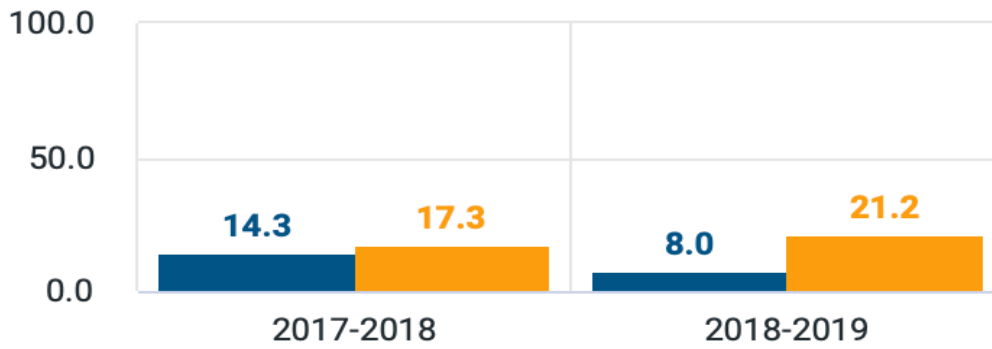
This measure reports the percentage of 12<sup>th</sup> graders who scored “college ready” (i.e., an SAT score of 530 or more, or an ACT score of 22 or more) on the math section of the SAT or ACT. The chart below details the school’s SAT/ACT math performance compared to the sector.

<sup>71</sup> DC PCSB added this measure to the HS PMF in SY 2017 – 18.

Friendship PCS – Collegiate’s SAT/ACT College Ready: Math



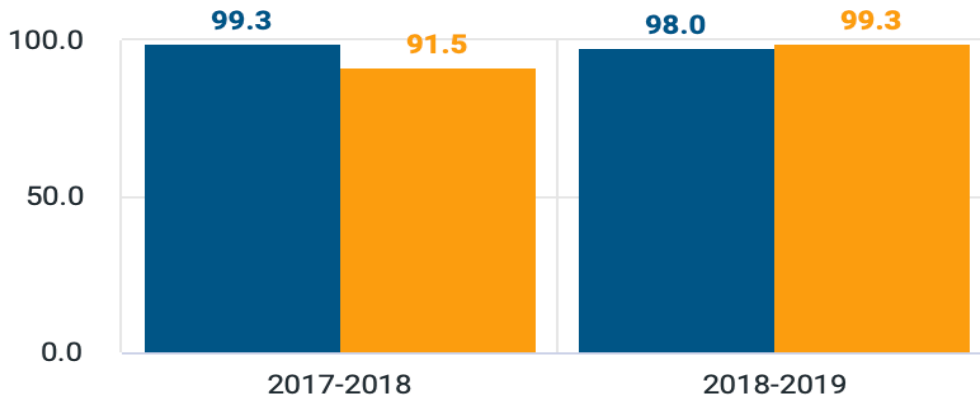
Friendship PCS – Technology’s SAT/ACT College Ready: Math



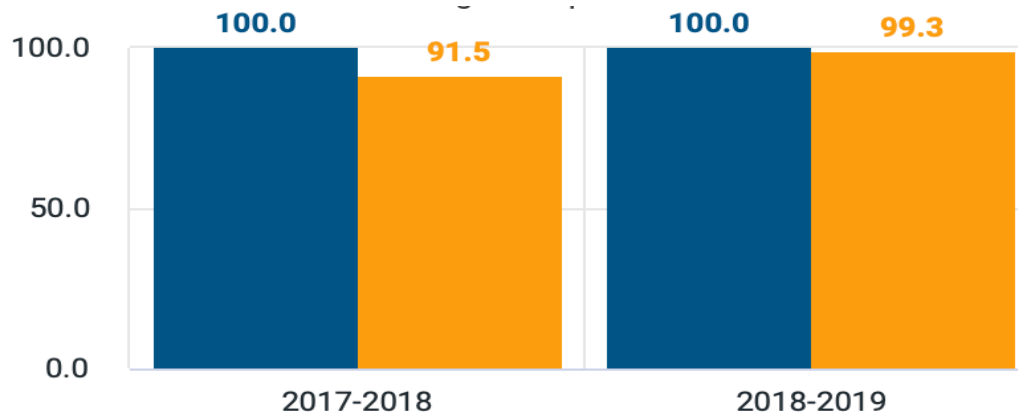
College Acceptance

This measure reports the percentage of graduates who were admitted to a two- or four-year college or university. The chart below details the school’s college acceptance performance compared to the sector.

Friendship PCS – Collegiate’s College Acceptance



Friendship PCS – Technology’s College Acceptance



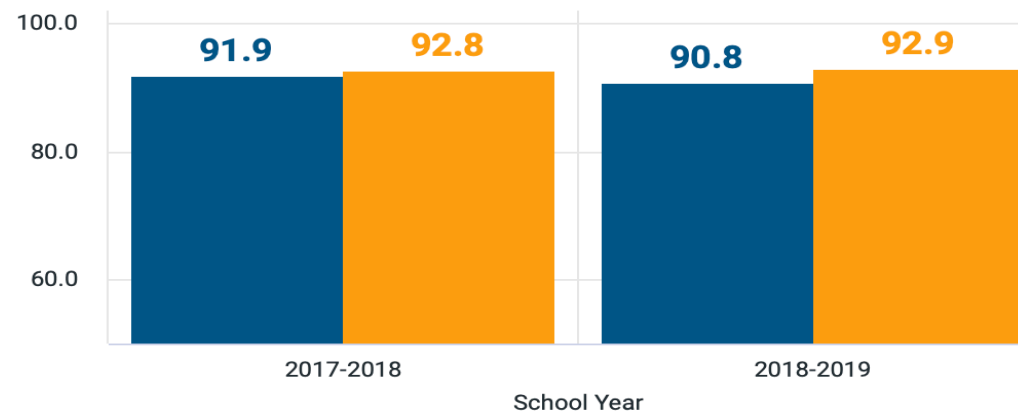
**School Environment**

The school environment category includes in-seat attendance (ISA) rates and re-enrollment rates, as well as Classroom Assessment Scoring System (CLASS) scores for schools that serve PK students. The charts below detail the school's performance on each of these measures. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 data, it did not calculate or publicly report any PMF measures, including ISA, re-enrollment, and CLASS.

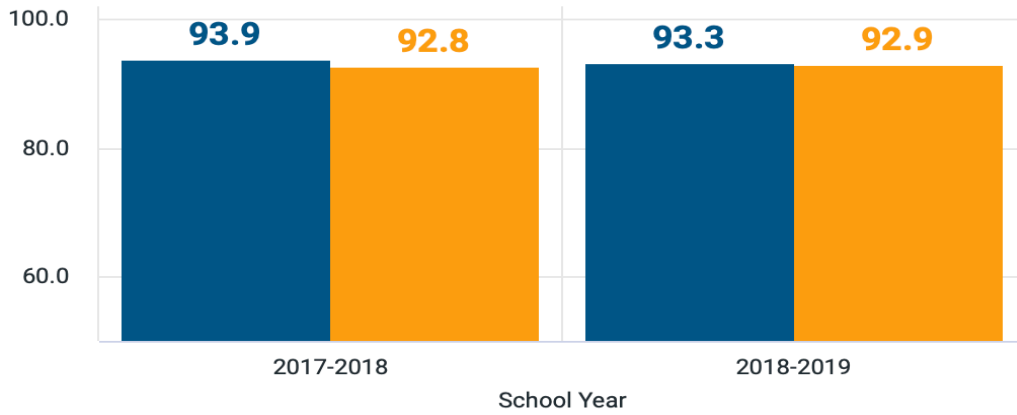
ISA

The ISA rate measures the percentage of students who were present each day. The charts below detail the school's ISA performance compared to the sector.

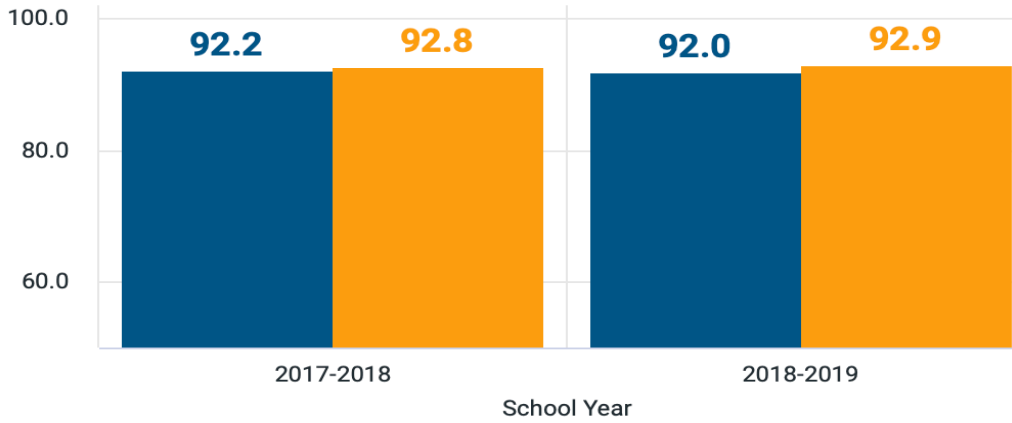
Friendship PCS – Blow-Pierce Elementary's ISA



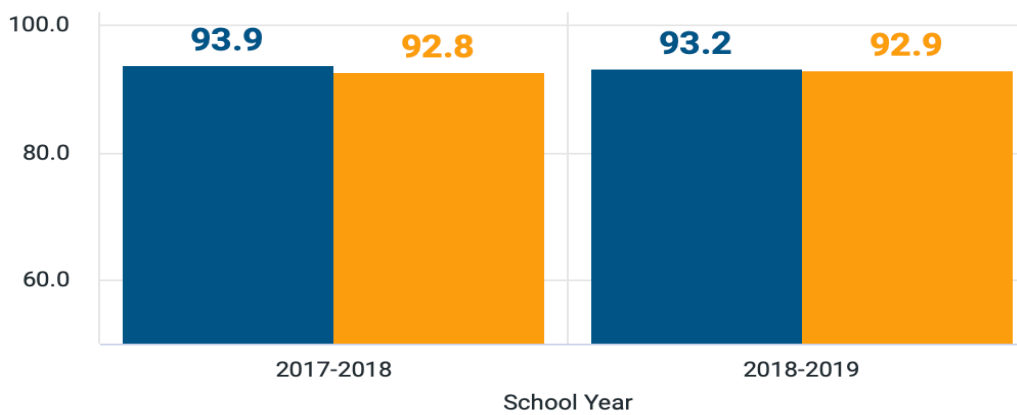
Friendship PCS – Blow-Pierce Middle’s ISA



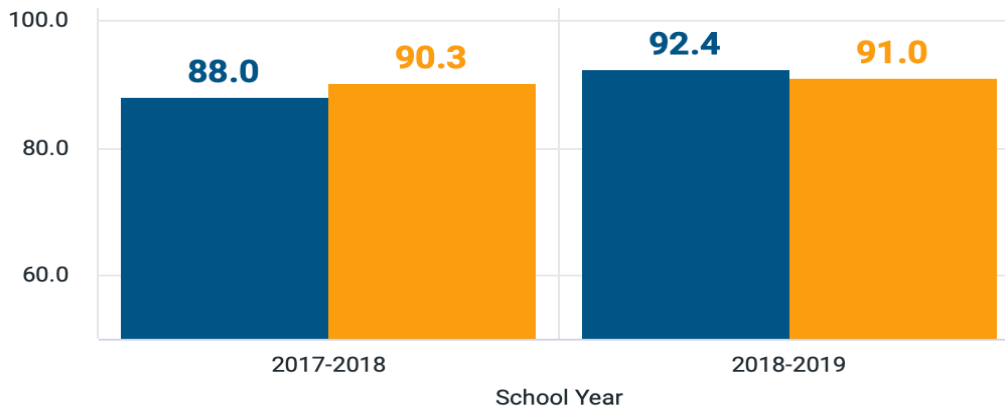
Friendship PCS – Chamberlain Elementary’s ISA



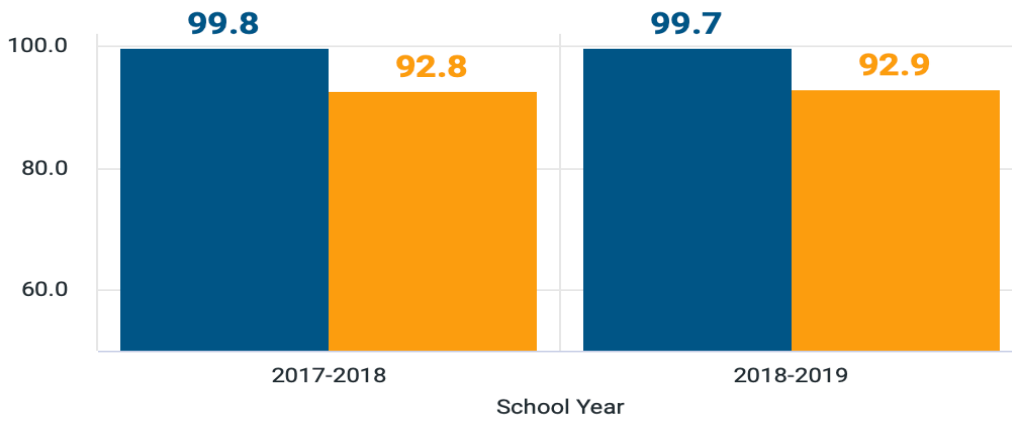
Friendship PCS – Chamberlain Middle’s ISA



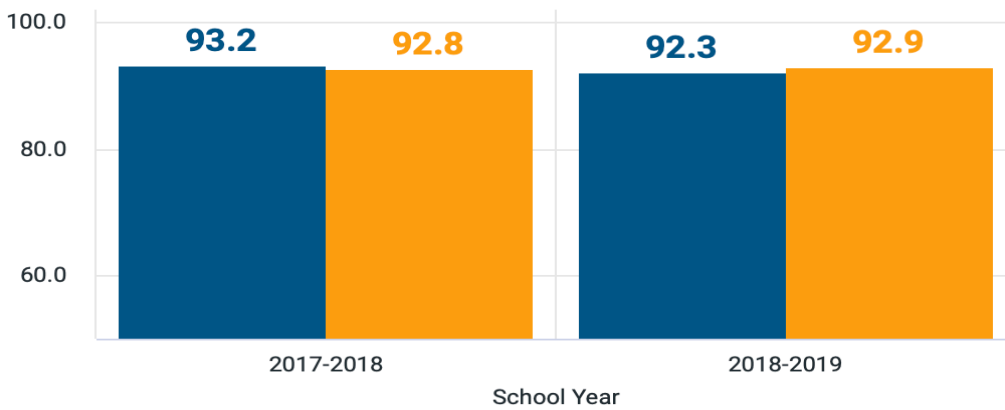
Friendship PCS – Collegiate’s ISA



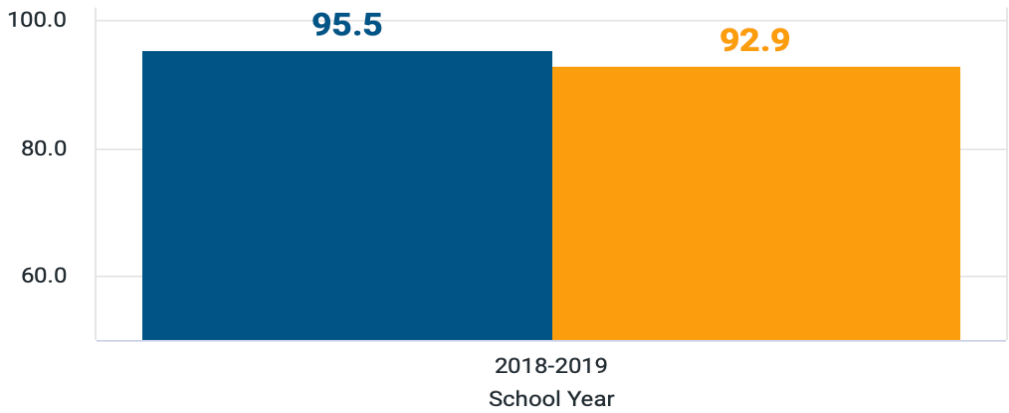
Friendship PCS – Online’s ISA



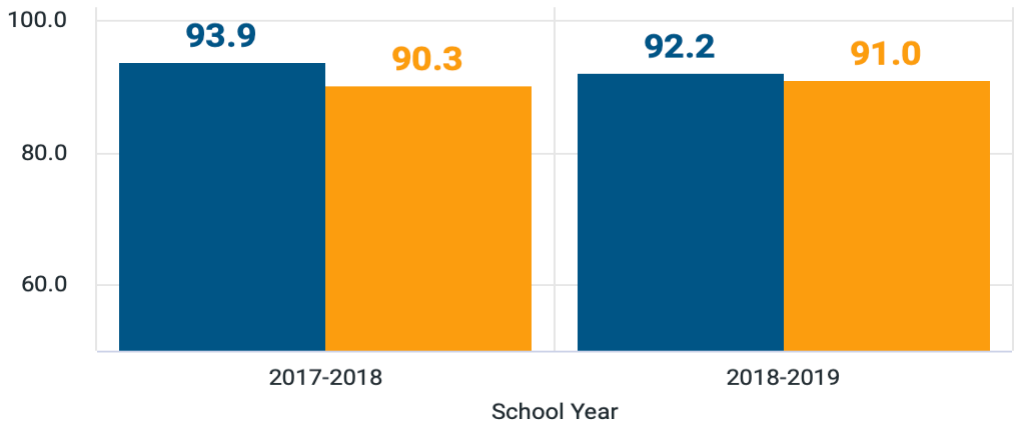
Friendship PCS – Southeast Elementary’s ISA



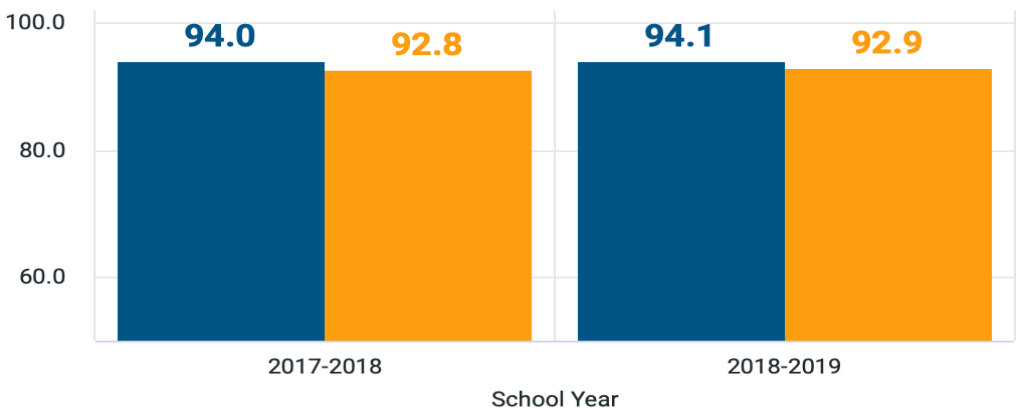
Friendship PCS – Southeast Middle’s ISA



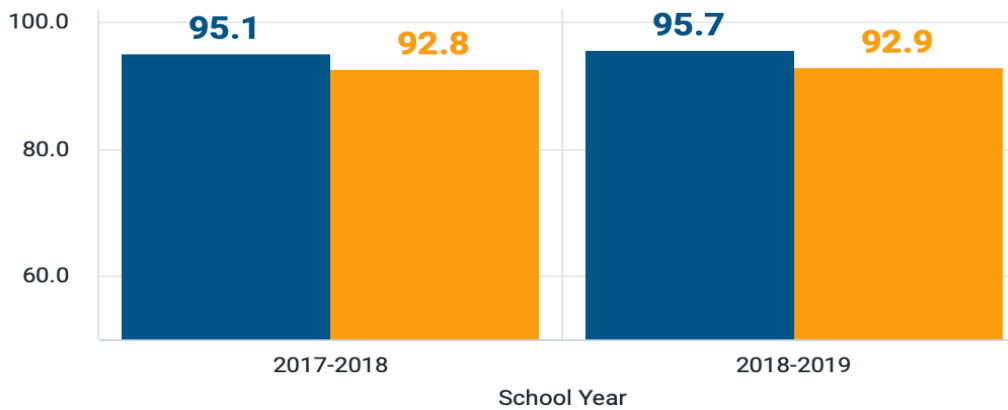
Friendship PCS – Technology’s ISA



Friendship PCS – Woodridge Elementary’s ISA



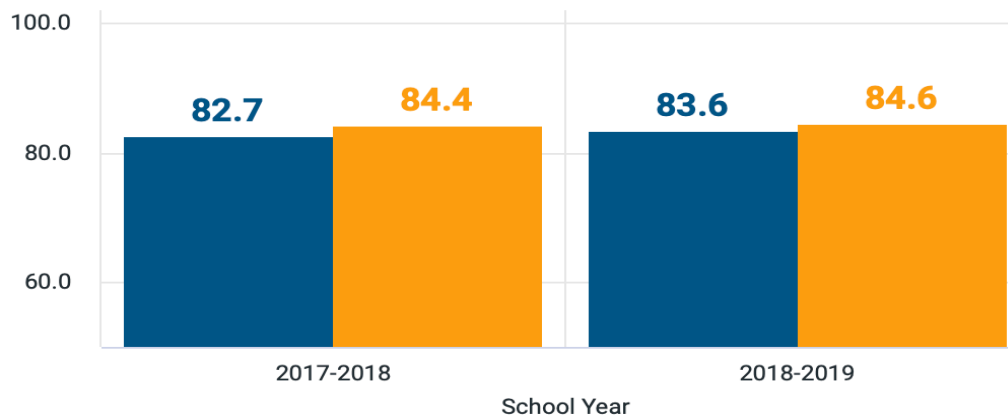
### Friendship PCS – Woodridge Middle’s ISA



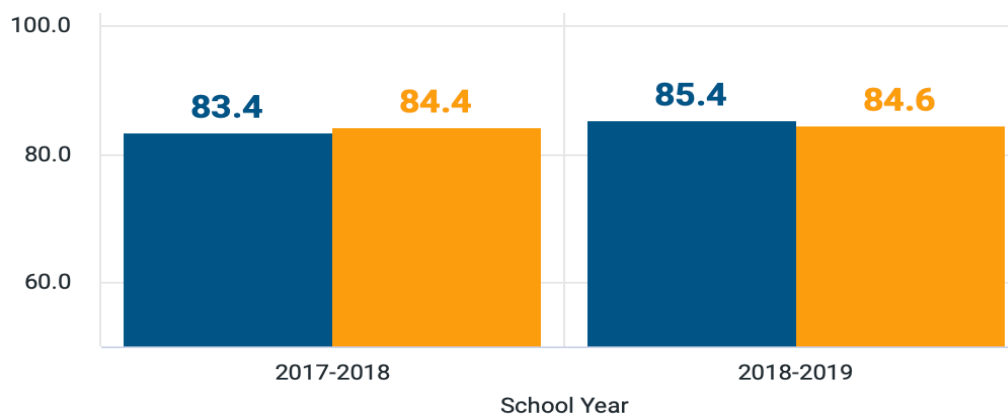
### Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.<sup>72</sup> The charts below report the school's re-enrollment rates compared to the charter sector.

### Friendship PCS – Blow-Pierce Elementary’s Re-enrollment



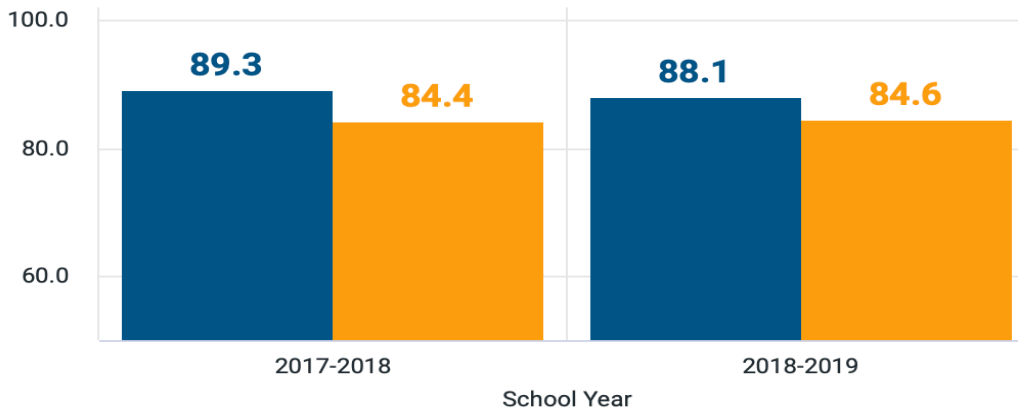
### Friendship PCS – Blow-Pierce Middle’s Re-enrollment



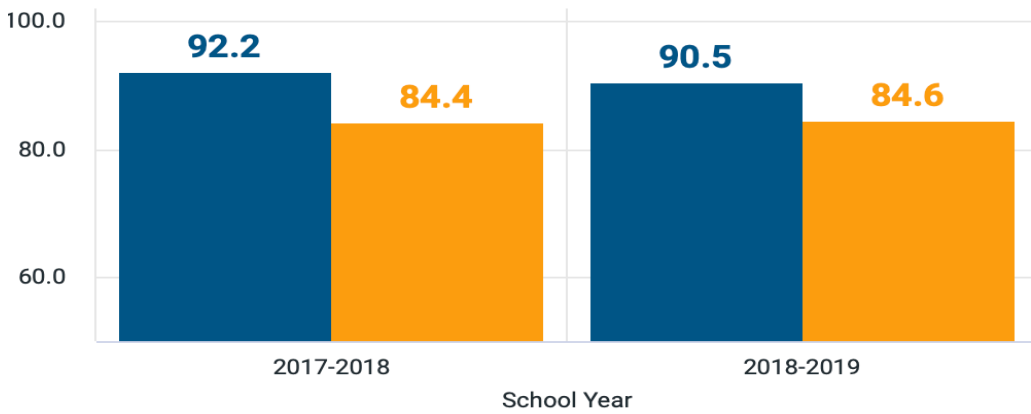
<sup>72</sup> For eligibility criteria, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/3aRYFW2>.



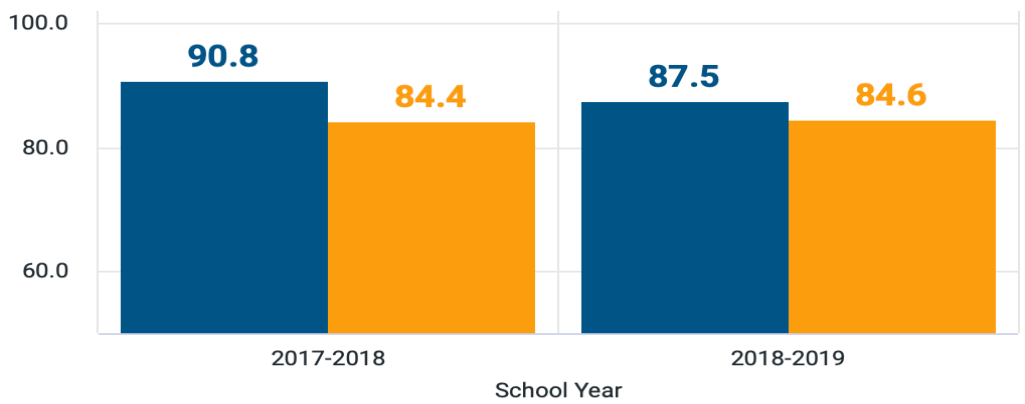
Friendship PCS – Chamberlain Elementary’s Re-enrollment



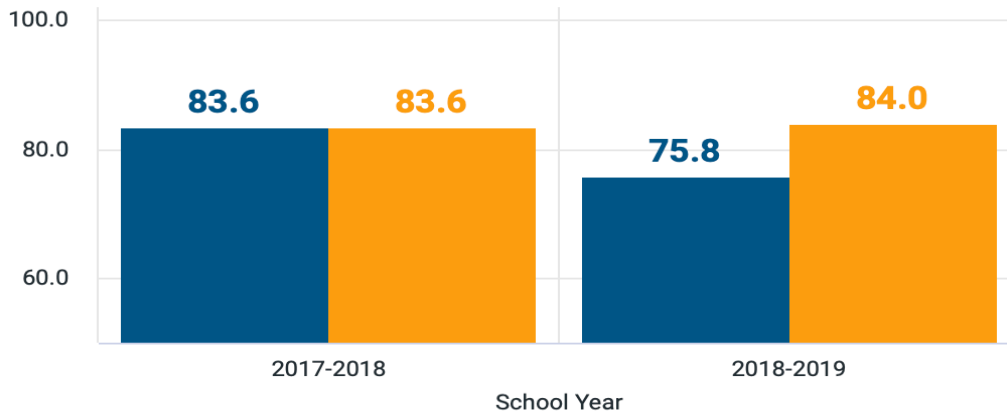
Friendship PCS – Chamberlain Middle’s Re-enrollment



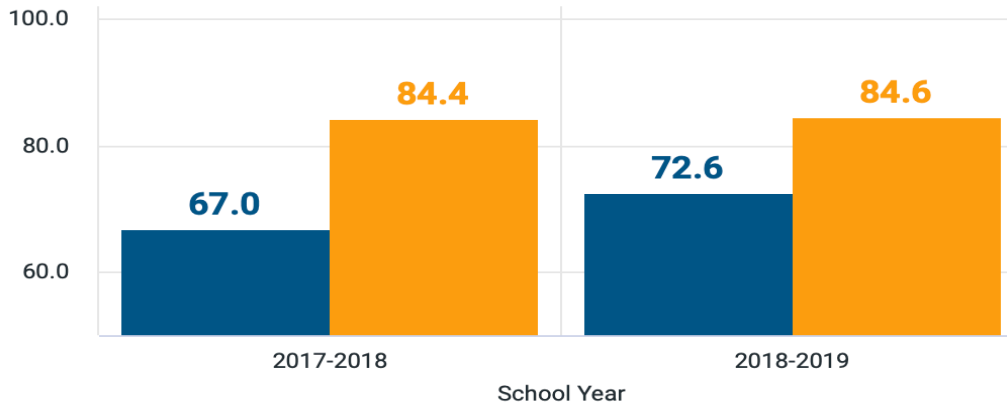
Friendship PCS – Southeast Elementary’s Re-enrollment



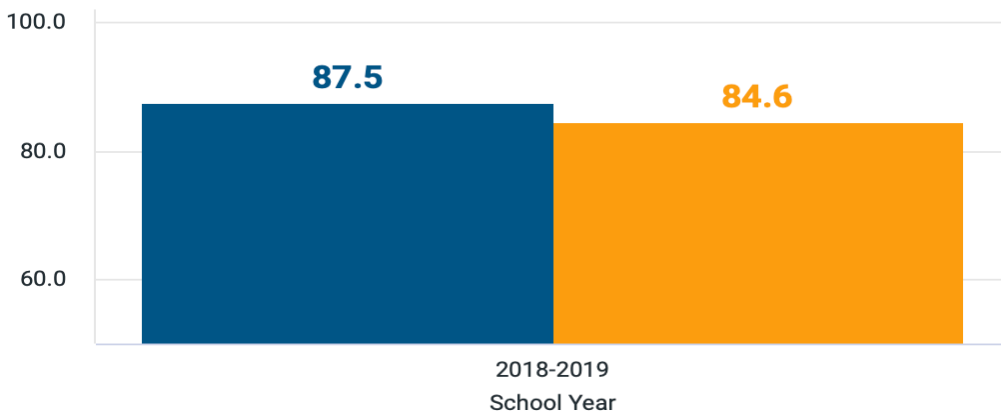
Friendship PCS – Collegiate’s Re-enrollment



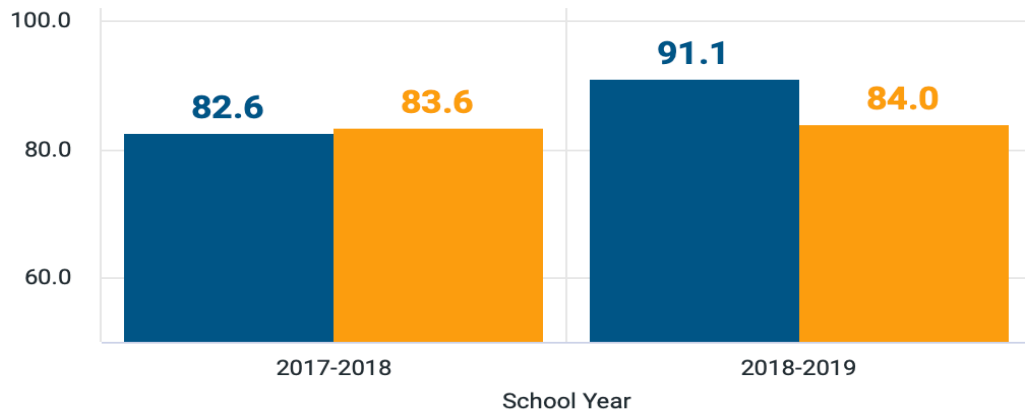
Friendship PCS – Online’s Re-enrollment



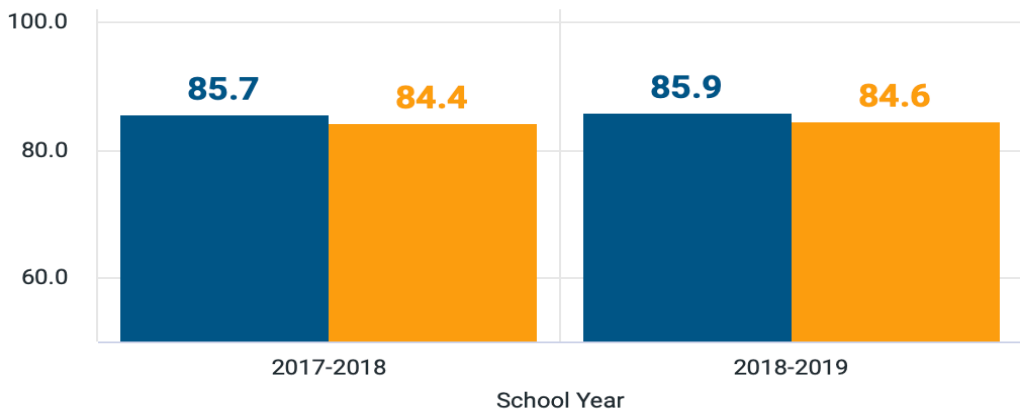
Friendship PCS – Southeast Middle’s Re-enrollment



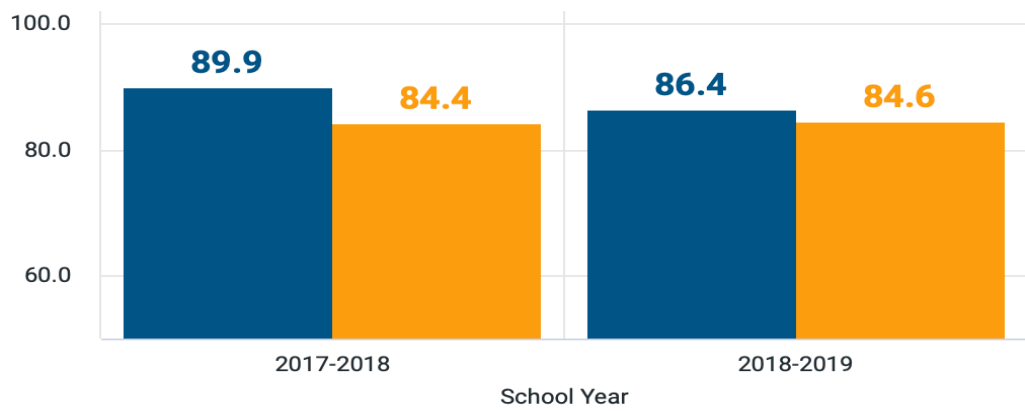
Friendship PCS – Technology’s Re-enrollment



Friendship PCS – Woodridge Elementary’s Re-enrollment



Friendship PCS – Woodridge Middle’s Re-enrollment



## CLASS

DC PCSB uses CLASS to evaluate PK classrooms.<sup>73</sup> The charts below display the school's performance in CLASS each year. Per the publisher's guidance, a high CLASS score is 6.0 or above.

### Friendship PCS – Blow-Pierce Elementary's CLASS



### Friendship PCS – Chamberlain Elementary's CLASS

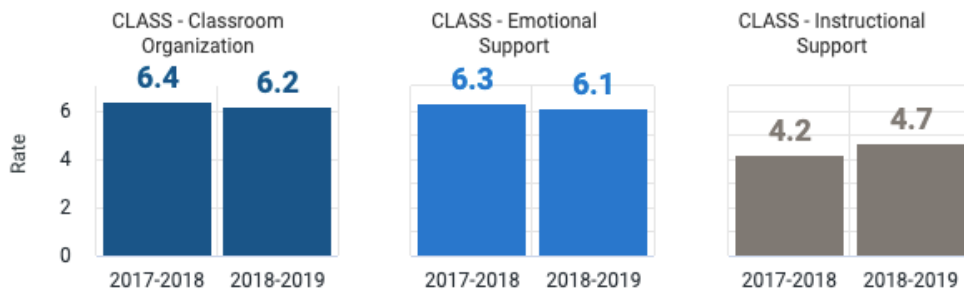


### Friendship PCS – Southeast Elementary's CLASS



<sup>73</sup> For reference, the CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

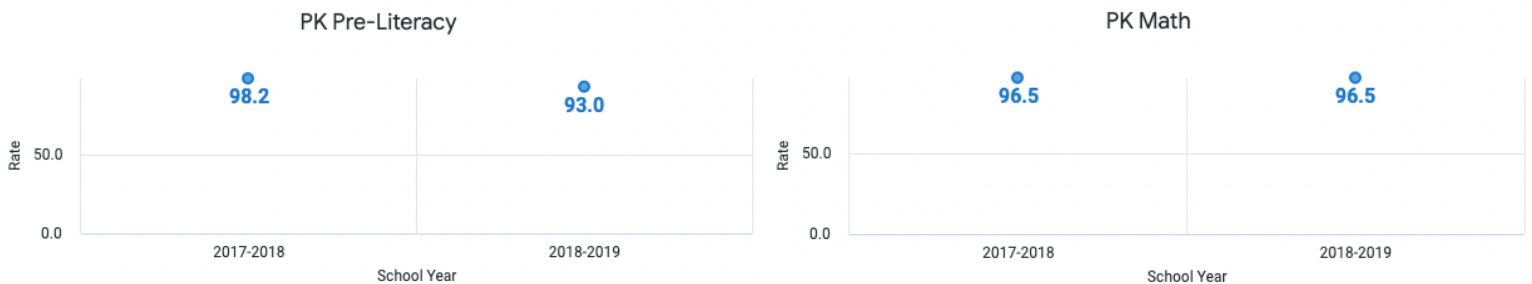
Friendship PCS – Woodridge Elementary’s CLASS



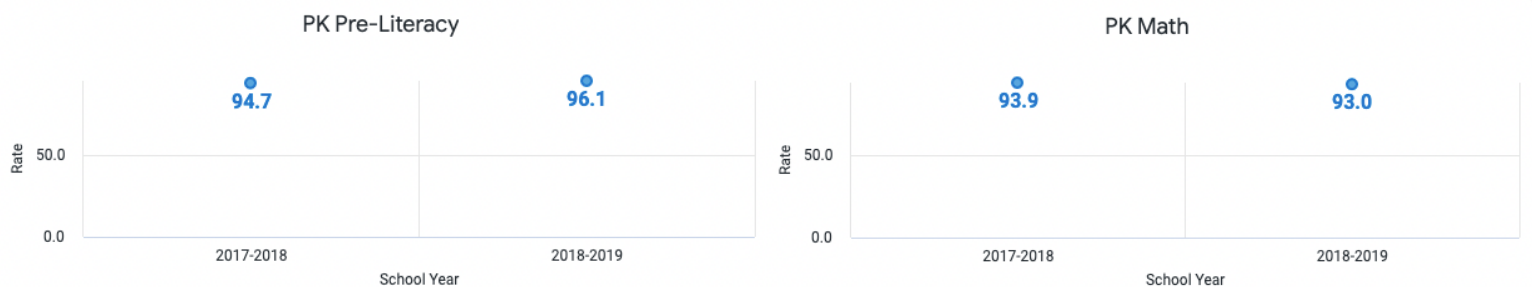
Early Childhood Assessments

Each public charter LEA that serves early childhood grades selects its own DC PCSB-approved assessments to use with PK through 2 students. These measures do not factor into the school’s PMF score. Friendship PCS elementary school campuses used GOLD for its PK pre-literacy and PK math assessment in SY 2017 – 18 and SY 2018 – 19. However, Friendship PCS – Southeast Elementary used Every Child Ready to assess PK pre-literacy and math. All Friendship PCS campuses use NWEA MAP for the K through 2 literacy and math assessment.

Friendship PCS – Armstrong Elementary’s PK Pre-Literacy and Math



Friendship PCS – Blow-Pierce Elementary’s PK Pre-Literacy and Math



Friendship PCS – Chamberlain Elementary’s PK Pre-Literacy and Math

PK Pre-Literacy

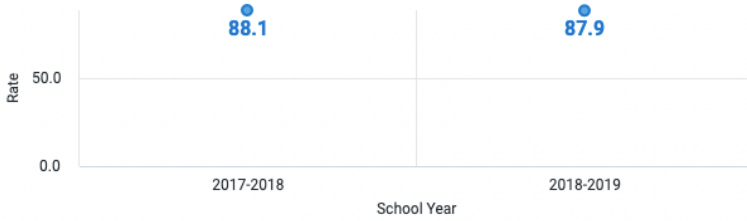


PK Math

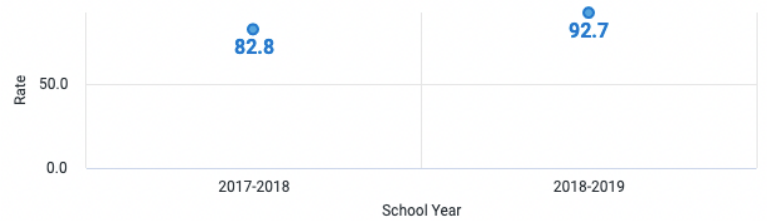


Friendship PCS – Southeast Elementary’s PK Pre-Literacy and Math

PK Pre-Literacy

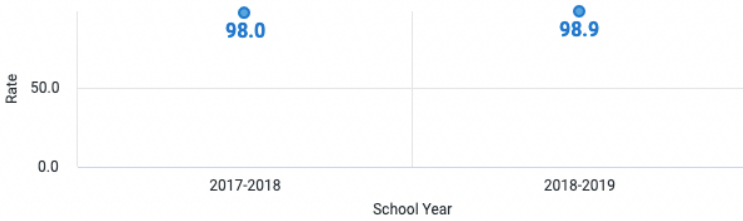


PK Math

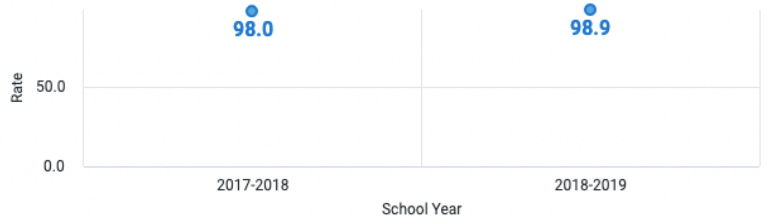


Friendship PCS – Woodridge Elementary’s PK Pre-Literacy and Math

PK Pre-Literacy

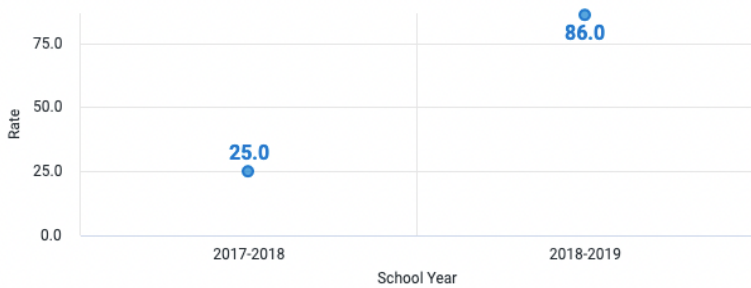


PK Math

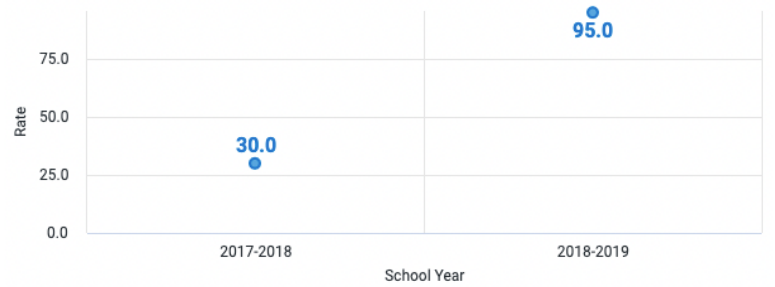


Friendship PCS – Online’s K – 2 Literacy and Math

K-2 Literacy



K-2 Math



## **Additional Academic Data**

### Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school serves different student populations. The charts below show the LEA's academic data by campus in both growth and achievement compared to the sector average for that student group. The following charts do not display student group categories that were not part of the LEA's overall student population or that had less than 10 test takers in both SY 2017 – 18 and SY 2018 – 19.

<b>Key for Student Group Data Charts</b>	
Green	Greater than the charter sector average for the same grade band
Red or <5.0%	Less than the charter sector average for the same grade band or the data is suppressed in cases of sensitive and negative rates less than 5.0%
Blue	Equal to the charter sector average for the same grade band
n < 10	The number of test takers (n-size) is less than 10

### *ELA MGP Growth by Student Group*

<b>Campus</b>	<b>School Year</b>	<b>2017 – 18</b>		<b>2018 – 19</b>	
	<b>Student Group</b>	<b>School</b>	<b>Sector</b>	<b>School</b>	<b>Sector</b>
Friendship PCS – Armstrong Elementary	At-Risk	37.7%	44.5%	33.2%	47.4%
	SWDs	28.5%	39.6%	19.6%	43.5%
	Black or African American	36.3%	44.5%	32.6%	48.9%
	Female	39.0%	50.1%	35.1%	54.0%
	Male	35.1%	42.5%	31.8%	47.0%
Friendship PCS – Blow-Pierce Middle	At-Risk	45.1%	44.5%	46.0%	47.4%
	SWDs	41.3%	39.6%	38.8%	43.5%
	Black or African American	45.5%	44.5%	46.0%	48.9%
	Female	50.1%	50.1%	51.8%	54.0%
	Male	43.5%	42.5%	41.8%	47.0%
Friendship PCS – Chamberlain Middle	At-Risk	45.6%	44.5%	40.5%	47.4%
	SWDs	38.8%	39.6%	34.7%	43.5%
	Black or African American	47.5%	44.5%	43.0%	48.9%
	Female	49.5%	50.1%	45.5%	54.0%
	Male	41.4%	42.5%	36.0%	47.0%
Friendship PCS – Collegiate	At-Risk	31.0%	38.0%	30.2%	38.0%
	SWDs	29.5%	34.5%	29.5%	39.5%
	Black or African American	26.5%	38.5%	29.3%	39.5%
	Female	35.0%	42.0%	35.9%	42.0%
	Male	20.0%	38.0%	26.9%	40.0%

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School	Sector	School	Sector
Friendship PCS – Online	At-Risk	39.0%	44.5%	48.5%	47.4%
	SWDs	43.0%	39.6%	46.3%	43.5%
	Black or African American	45.4%	44.5%	50.8%	48.9%
	Female	36.3%	50.1%	49.6%	54.0%
	Male	49.8%	42.5%	48.8%	47.0%
Friendship PCS – Southeast Elementary	At-Risk	40.0%	44.5%	NA	
	SWDs	40.3%	39.6%		
	Black or African American	43.0%	44.5%		
	Female	44.5%	50.1%		
	Male	37.1%	42.5%		
Friendship PCS – Southeast Middle	At-Risk	NA		53.0%	47.4%
	SWDs			37.0%	43.5%
	Black or African American			53.0%	48.9%
	Female			63.0%	54.0%
	Male			48.0%	47.0%
Friendship PCS – Technology	At-Risk	52.0%	38.0%	56.3%	38.0%
	SWDs	n < 10	34.5%	63.5%	39.5%
	Black or African American	54.5%	38.5%	57.5%	39.5%
	Female	50.5%	42.0%	54.3%	42.0%
	Male	57.5%	38.0%	59.3%	40.0%
Friendship PCS – Woodridge Middle	At-Risk	50.4%	44.5%	57.5%	47.4%
	SWDs	40.5%	39.6%	49.8%	43.5%
	Black or African American	51.8%	44.5%	58.0%	48.9%
	Hispanic/Latino	n < 10	51.6%	75.0%	53.5%
	Female	55.4%	50.1%	63.5%	54.0%
	Male	48.8%	42.5%	54.8%	47.0%

*Math MGP Growth by Student Group*

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School	Sector	School	Sector
Friendship PCS – Armstrong Elementary	At-Risk	52.5%	46.0%	57.4%	46.0%
	SWDs	44.3%	43.0%	38.8%	44.5%
	Black or African American	51.1%	47.0%	57.8%	47.5%
	Female	52.3%	50.0%	58.6%	51.5%
	Male	57.9%	47.0%	56.1%	47.0%
Friendship PCS – Blow-Pierce Middle	At-Risk	54.1%	46.0%	52.4%	46.0%
	SWDs	48.2%	43.0%	57.9%	44.5%
	Black or African American	56.5%	47.0%	52.4%	47.5%
	Female	55.8%	50.0%	51.0%	51.5%
	Male	54.0%	47.0%	49.1%	47.0%



Campus	Student Group	School Year		2017 – 18		2018 – 19	
		School	Sector	School	Sector		
Friendship PCS – Chamberlain Middle	At-Risk	50.8%	46.0%	46.3%	46.0%		
	SWDs	52.0%	43.0%	52.4%	44.5%		
	Black or African American	50.0%	47.0%	47.0%	47.5%		
	Female	53.9%	50.0%	47.5%	51.5%		
	Male	47.9%	47.0%	47.7%	47.0%		
Friendship PCS – Collegiate	At-Risk	29.0%	49.0%	42.0%	55.9%		
	SWDs	29.0%	39.0%	43.4%	46.1%		
	Black or African American	29.0%	49.0%	40.5%	56.8%		
	Female	29.0%	50.0%	41.2%	57.4%		
	Male	29.0%	52.0%	40.2%	58.7%		
Friendship PCS – Online	At-Risk	44.2%	46.0%	41.6%	46.0%		
	SWDs	45.0%	43.0%	44.5%	44.5%		
	Black or African American	46.0%	47.0%	42.0%	47.5%		
	Female	43.1%	50.0%	40.2%	51.5%		
	Male	57.5%	47.0%	48.4%	47.0%		
Friendship PCS – Southeast Elementary	At-Risk	47.5%	46.0%	NA			
	SWDs	47.9%	43.0%				
	Black or African American	46.5%	47.0%				
	Female	49.8%	50.0%				
	Male	42.3%	47.0%				
Friendship PCS – Southeast Middle	At-Risk	NA		44.5%	46.0%		
	SWDs			41.0%	44.5%		
	Black or African American			43.0%	47.5%		
	Female			42.5%	51.5%		
	Male			41.5%	47.0%		
Friendship PCS – Technology	At-Risk	68.5%	49.0%	77.5%	55.9%		
	SWDs	n < 10	39.0%	46.5%	46.1%		
	Black or African American	71.0%	49.0%	73.8%	56.8%		
	Female	71.0%	50.0%	74.1%	57.4%		
	Male	71.0%	52.0%	73.1%	58.7%		
Friendship PCS – Woodridge Middle	At-Risk	68.1%	46.0%	72.9%	46.0%		
	SWDs	54.5%	43.0%	58.6%	44.5%		
	Black or African American	63.4%	47.0%	76.0%	47.5%		
	Hispanic/Latino	n < 10	50.4%	69.0%	50.5%		
	Female	65.2%	50.0%	78.0%	51.5%		
	Male	63.9%	47.0%	74.1%	47.0%		

ELA PARCC (4+) Proficiency by Student Group

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School	Sector	School	Sector
Friendship PCS – Armstrong Elementary	At-Risk	11.8%	21.8%	5.8%	25.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	15.6%	28.3%	9.2%	32.6%
	Female	27.5%	39.2%	10.5%	44.9%
	Male	9.1%	26.7%	7.0%	30.3%
Friendship PCS – Blow-Pierce Elementary	At-Risk	18.9%	21.8%	14.3%	25.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	18.0%	28.3%	18.4%	32.6%
	Female	15.4%	39.2%	19.2%	44.9%
	Male	20.0%	26.7%	15.4%	30.3%
Friendship PCS – Blow-Pierce Middle	At-Risk	26.5%	21.8%	24.0%	25.0%
	SWDs	<5.0%	5.8%	5.7%	9.0%
	Black or African American	27.1%	28.3%	25.0%	32.6%
	Female	36.4%	39.2%	26.3%	44.9%
	Male	17.7%	26.7%	23.1%	30.3%
Friendship PCS – Chamberlain Elementary	At-Risk	25.6%	21.8%	18.8%	25.0%
	SWDs	n < 10	5.8%	<5.0%	9.0%
	Black or African American	28.1%	28.3%	20.7%	32.6%
	Female	27.3%	39.2%	35.5%	44.9%
	Male	29.0%	26.7%	<5.0%	30.3%
Friendship PCS – Chamberlain Middle	At-Risk	30.6%	21.8%	20.4%	25.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	32.4%	28.3%	26.2%	32.6%
	Female	40.7%	39.2%	34.6%	44.9%
	Male	22.8%	26.7%	16.0%	30.3%
Friendship PCS – Collegiate	At-Risk	7.2%	18.0%	7.4%	23.2%
	SWDs	<5.0%	5.3%	<5.0%	10.4%
	Black or African American	8.3%	22.7%	9.8%	28.2%
	Female	10.3%	30.9%	14.8%	37.2%
	Male	7.4%	22.9%	6.6%	25.7%
Friendship PCS – Online	At-Risk	23.2%	21.8%	45.9%	25.0%
	SWDs	11.8%	5.8%	17.6%	9.0%
	Black or African American	43.0%	28.3%	46.8%	32.6%
	Female	49.2%	39.2%	55.2%	44.9%
	Male	40.0%	26.7%	36.8%	30.3%
Friendship PCS – Southeast Elementary	At-Risk	18.9%	21.8%	27.0%	25.0%
	SWDs	<5.0%	5.8%	n < 10	9.0%
	Black or African American	19.8%	28.3%	35.1%	32.6%

Campus	School Year Student Group	2017 – 18		2018 – 19	
		School	Sector	School	Sector
	Female	24.0%	39.2%	37.0%	44.9%
	Male	14.9%	26.7%	31.3%	30.3%
Friendship PCS – Southeast Middle	At-Risk	NA		21.8%	25.0%
	SWDs			<5.0%	9.0%
	Black or African American			25.3%	32.6%
	Female			29.9%	44.9%
	Male			19.8%	30.3%
Friendship PCS – Technology	At-Risk	22.2%	18.0%	51.1%	23.2%
	SWDs	9.1%	5.3%	15.8%	10.4%
	Black or African American	34.5%	22.7%	44.4%	28.2%
	Female	41.4%	30.9%	67.7%	37.2%
	Male	30.0%	22.9%	26.8%	25.7%
Friendship PCS – Woodridge Elementary	At-Risk	21.4%	21.8%	20.0%	25.0%
	Black or African American	37.2%	28.3%	35.3%	32.6%
	Female	50.0%	39.2%	50.0%	44.9%
	Male	25.0%	26.7%	19.0%	30.3%
Friendship PCS – Woodridge Middle	At-Risk	27.1%	21.8%	29.1%	25.0%
	SWDs	<5.0%	5.8%	7.4%	9.0%
	Black or African American	32.8%	28.3%	41.3%	32.6%
	Hispanic/Latino	n < 10	33.3%	50.0%	35.6%
	Female	43.4%	39.2%	53.2%	44.9%
	Male	21.2%	26.7%	30.9%	30.3%

*Math PARCC (4+) Proficiency by Student Group*

Campus	School Year Student Group	2017 – 18		2018 – 19	
		School	Sector	School	Sector
Friendship PCS – Armstrong Elementary	At-Risk	16.2%	21.3%	15.9%	22.6%
	SWDs	<5.0%	7.2%	<5.0%	8.9%
	Black or African American	22.9%	27.4%	22.9%	28.7%
	Female	31.4%	32.9%	28.1%	35.3%
	Male	21.2%	29.6%	19.3%	30.7%
Friendship PCS – Blow-Pierce Elementary	At-Risk	27.0%	21.3%	<5.0%	22.6%
	SWDs	10.0%	7.2%	<5.0%	8.9%
	Black or African American	28.0%	27.4%	6.3%	28.7%
	Female	26.9%	32.9%	<5.0%	35.3%
	Male	28.0%	29.6%	8.3%	30.7%
Friendship PCS – Blow-Pierce Middle	At-Risk	17.9%	21.3%	21.8%	22.6%
	SWDs	<5.0%	7.2%	<5.0%	8.9%
	Black or African American	19.3%	27.4%	22.0%	28.7%
	Female	20.0%	32.9%	19.2%	35.3%

Campus	School Year Student Group	2017 – 18		2018 – 19	
		School	Sector	School	Sector
Friendship PCS – Chamberlain Elementary	Male	18.6%	29.6%	25.2%	30.7%
	At-Risk	33.3%	21.3%	28.1%	22.6%
	SWDs	n < 10	7.2%	<5.0%	8.9%
	Black or African American	37.5%	27.4%	29.3%	28.7%
	Female	39.4%	32.9%	35.5%	35.3%
Friendship PCS – Chamberlain Middle	Male	35.5%	29.6%	22.2%	30.7%
	At-Risk	31.9%	21.3%	24.4%	22.6%
	SWDs	<5.0%	7.2%	5.9%	8.9%
	Black or African American	31.2%	27.4%	27.6%	28.7%
	Female	38.1%	32.9%	31.1%	35.3%
Friendship PCS – Collegiate	Male	23.3%	29.6%	23.6%	30.7%
	At-Risk	<5.0%	6.6%	<5.0%	13.1%
	SWDs	<5.0%	1.9%	<5.0%	3.5%
	Black or African American	<5.0%	9.3%	<5.0%	14.9%
	Female	<5.0%	13.2%	5.4%	18.5%
Friendship PCS – Online	Male	<5.0%	12.9%	<5.0%	17.9%
	At-Risk	7.1%	21.3%	16.7%	22.6%
	SWDs	<5.0%	7.2%	5.9%	8.9%
	Black or African American	21.0%	27.4%	20.9%	28.7%
	Female	28.1%	32.9%	23.9%	35.3%
Friendship PCS – Southeast Elementary	Male	19.6%	29.6%	19.6%	30.7%
	At-Risk	15.5%	21.3%	40.5%	22.6%
	SWDs	<5.0%	7.2%	n < 10	8.9%
	Black or African American	15.1%	27.4%	43.9%	28.7%
	Female	14.7%	32.9%	44.4%	35.3%
Friendship PCS – Southeast Middle	Male	14.9%	29.6%	40.6%	30.7%
	At-Risk			9.2%	22.6%
	SWDs			<5.0%	8.9%
	Black or African American			12.4%	28.7%
	Female			14.9%	35.3%
Friendship PCS – Technology	Male			9.3%	30.7%
	At-Risk	5.6%	6.6%	11.1%	13.1%
	SWDs	9.1%	1.9%	<5.0%	3.5%
	Black or African American	13.8%	9.3%	9.7%	14.9%
	Female	17.2%	13.2%	16.1%	18.5%
Friendship PCS – Woodridge Elementary	Male	10.0%	12.9%	<5.0%	17.9%
	At-Risk	21.4%	21.3%	40.0%	22.6%
	Black or African American	30.2%	27.4%	50.0%	28.7%
	Female	28.6%	32.9%	56.3%	35.3%
	Male	29.2%	29.6%	38.1%	30.7%

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School	Sector	School	Sector
Friendship PCS – Woodridge Middle	At-Risk	35.3%	21.3%	35.4%	22.6%
	SWDs	6.5%	7.2%	7.1%	8.9%
	Black or African American	37.0%	27.4%	36.8%	28.7%
	Hispanic/Latino	n < 10	25.5%	50.0%	27.4%
	Female	43.4%	32.9%	43.2%	35.3%
	Male	31.7%	29.6%	32.4%	30.7%

### ACCESS for English Language Learners 2.0 Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC’s annual English language proficiency assessment for grades K – 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a 5.0 or higher, indicating proficiency. In its STAR Framework, the Office of the State Superintendent of Education (OSSE) calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS test. OSSE reports ACCESS growth for schools with 10 or more eligible test takers.

The following chart shows the percentage of English learners at Friendship PCS – Armstrong Elementary who demonstrated language proficiency growth relative to the state average.<sup>74</sup>

Friendship PCS – Armstrong Elementary ACCESS Growth							
2017 – 18		2018 – 19		2019 – 20		2020 – 21	
School	State	School	State	School	State	School	State
10.0%	50.9%	30.0%	37.1%	NA <sup>75</sup>			

### **Transitional Goals Data**

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all PK – 12 students, transitional goals data includes results from a school-selected, nationally normed growth assessment. Friendship PCS elected to administer NWEA MAP as its growth assessment. Friendship PCS uses Individual Growth and Development Indicators (myIGDIs) for its PK pre-literacy and math assessments, with the exception of Friendship PCS – Southeast Elementary, which uses the Every Child Ready assessment.

<sup>74</sup> Friendship PCS – Armstrong Elementary is the only Friendship PCS campus with more than 10 ACCESS test takers in SY 2017 – 18 and SY 2018 – 19.

<sup>75</sup> The COVID-19 pandemic interrupted ACCESS testing in SY 2019 – 20 and SY 2020 – 21; therefore, data are not available. While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

Transitional goals data also includes standard data collection, to the extent available, of PARCC (4+), early childhood achievement,<sup>76</sup> gateway, ISA, re-enrollment, and CLASS. The charts below show the school’s overall and student group performance on each transitional goals measure.

*K – 3 ELA and Math NWEA MAP Growth by Student Group*

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>77</sup>		
		n-size	ELA	Math
Friendship PCS – Armstrong Elementary	<b>All Students</b>	<b>140</b>	<b>39.5</b>	<b>58.5</b>
	At-Risk	100	38.0	50.0
	English Learner	n < 10		
	SWDs	14	18.5	18.0
	Black or African American	131	40.0	61.0
	Hispanic/Latino	n < 10		
	Other Races	n < 10		
	Female	74	38.0	59.0
	Male	66	42.0	58.5
Friendship PCS – Blow-Pierce Elementary	<b>All Students</b>	<b>170</b>	<b>72.5</b>	<b>86.0</b>
	At-Risk	131	65.0	76.0
	English Learner	n < 10		
	SWDs	25	46.0	33.0
	Black or African American	165	71.0	86.0
	Hispanic/Latino	n < 10		
	Other Races	n < 10		
	Female	96	84.5	86.0
	Male	74	61.5	86.5
Friendship PCS – Chamberlain Elementary	<b>All Students</b>	<b>179</b>	<b>69.0</b>	<b>80.0</b>
	At-Risk	117	68.0	73.0
	SWDs	29	77.0	89.0
	Black or African American	177	69.0	80.0
	Hispanic/Latino	n < 10		
	Female	73	69.0	73.0
	Male	106	69.0	85.5

<sup>76</sup> In this context, “early childhood” refers to students in PK3 and PK4.

<sup>77</sup> CGP typically assesses the relative year-to-year progress made by individual students at a school. Each student’s CGP is set by the publisher’s norms, based on the student’s initial assessment score and grade-level. A median CGP of 50 indicates that a school’s students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Due to the COVID-19 pandemic, DC PCSB calculated CGP using students’ fall-to-spring scores.

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>77</sup>		
		n-size	ELA	Math
Friendship PCS – Ideal Elementary	<b>All Students</b>	<b>114</b>	<b>66.5</b>	<b>78.0</b>
	At-Risk	84	65.0	71.5
	English Learner	12	33.5	51.5
	SWDs	20	10.5	31.0
	Black or African American	102	66.5	83.0
	Hispanic/Latino	12	65.0	58.0
	Other Races	n < 10		
	Female	54	60.5	90.5
	Male	60	67.5	70.5
Friendship PCS – Online <sup>78</sup>	<b>All Students</b>	<b>118</b>	<b>77.0</b>	<b>63.0</b>
	At-Risk	80	75.5	61.0
	SWDs	14	95.0	84.5
	Black or African American	102	75.0	62.5
	Hispanic/Latino	n < 10		
	White	n < 10		
	Other Races	n < 10		
	Female	57	75.0	55.0
	Male	61	84.0	72.0
Friendship PCS – Southeast Elementary	<b>All Students</b>	<b>194</b>	<b>39.5</b>	<b>54.0</b>
	At-Risk	153	40.0	54.0
	English Learner	n < 10		
	SWDs	23	24.0	46.0
	Black or African American	192	38.5	53.5
	Hispanic/Latino	n < 10		
	Other Races	n < 10		
	Female	90	33.5	48.0
	Male	104	44.5	63.0
Friendship PCS – Woodridge Elementary	<b>All Students</b>	<b>141</b>	<b>51.0</b>	<b>67.0</b>
	At-Risk	79	56.0	66.0
	English Learner	n < 10		
	SWDs	22	64.5	68.0
	Black or African American	134	52.0	68.0
	Hispanic/Latino	n < 10		
	White	n < 10		

<sup>78</sup> The NWEA MAP data is representative of grades K through 2 only for Friendship PCS – Online campus.

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>77</sup>		
		n-size	ELA	Math
	Other Races	n < 10		
	Female	72	40.5	71.5
	Male	69	58.0	63.0

4 – 8 ELA and Math NWEA MAP Growth by Student Group

Campus	Student Group	2021 – 22 CGP		
		n-size	ELA	Math
Friendship PCS – Armstrong Middle	<b>All Students</b>	<b>225</b>	<b>24.0</b>	<b>37.0</b>
	At-Risk	137	21.0	29.0
	English Learner	15	27.0	27.0
	SWDs	45	20.0	18.0
	Black or African American	213	25.0	38.0
	Hispanic/Latino	11	16.0	28.0
	Other Races	n < 10		
	Female	115	26.0	37.0
	Male	110	20.5	38.0
Friendship PCS – Blow-Pierce Middle	<b>All Students</b>	<b>259</b>	<b>48.0</b>	<b>36.0</b>
	At-Risk	194	51.0	32.0
	English Learner	11	50.0	53.0
	SWDs	54	38.0	47.5
	Black or African American	252	48.5	36.5
	Hispanic/Latino	n < 10		
	Other Races	n < 10		
	Female	139	45.0	37.0
	Male	120	53.5	36.0
Friendship PCS – Chamberlain Middle	<b>All Students</b>	<b>317</b>	<b>43.0</b>	<b>33.0</b>
	At-Risk	210	44.5	29.5
	English Learner	n < 10		
	SWDs	72	27.5	15.0
	Black or African American	311	43.0	33.0
	Hispanic/Latino	n < 10		
	White	n < 10		
	Other Races	n < 10		
	Female	168	45.5	34.0
	Male	149	40.0	32.0
	<b>All Students</b>	<b>138</b>	<b>49.0</b>	<b>45.0</b>



Campus	Student Group	2021 – 22 CGP		
		n-size	ELA	Math
Friendship PCS – Ideal Middle	At-Risk	100	49.0	42.5
	English Learner	n < 10		
	SWDs	33	34.0	46.0
	Black or African American	130	48.0	42.0
	Hispanic/Latino	n < 10		
	Other Races	n < 10		
	Female	65	56.0	53.0
	Male	73	39.0	42.0
Friendship PCS – Online	<b>All Students</b>	<b>348</b>	<b>26.0</b>	<b>56.0</b>
	At-Risk	228	23.5	56.0
	SWDs	60	7.5	22.0
	Black or African American	315	24.0	54.0
	Hispanic/Latino	15	51.0	79.0
	White	n < 10		
	Other Races	14	58.5	65.0
	Female	168	24.0	54.5
	Male	180	28.5	56.0
Friendship PCS – Southeast Middle	<b>All Students</b>	<b>331</b>	<b>37.0</b>	<b>31.0</b>
	At-Risk	248	35.5	28.0
	English Learner	n < 10		
	SWDs	66	9.0	22.5
	Black or African American	328	37.0	31.0
	Hispanic/Latino	n < 10		
	Female	179	39.0	35.0
	Male	152	32.5	27.0
Friendship PCS – Woodridge Middle	<b>All Students</b>	<b>206</b>	<b>33.0</b>	<b>38.5</b>
	At-Risk	102	35.0	28.0
	English Learner	n < 10		
	SWDs	34	23.5	28.0
	Black or African American	198	31.5	39.5
	Hispanic/Latino	n < 10		
	Female	96	37.5	40.0
	Male	110	23.5	34.5

ELA and Math PARCC (4+) Proficiency Rates by Student Group

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
Friendship PCS – Armstrong Elementary	<b>All Students</b>	<b>11.1%</b>	<b>&lt;5.0%</b>
	At-Risk	10.8%	5.4%
	English Learner	n < 10	
	SWDs	n < 10	
	Black or African American	11.5%	<5.0%
	Hispanic/Latino	n < 10	
	Female	11.5%	<5.0%
	Male	10.7%	<5.0%
Friendship PCS – Armstrong Middle	<b>All Students</b>	<b>11.3%</b>	<b>7.7%</b>
	At-Risk	7.5%	<5.0%
	English Learner	7.1%	14.3%
	SWDs	<5.0%	<5.0%
	Black or African American	11.0%	6.7%
	Hispanic/Latino	18.3%	27.3%
	Other Races	n < 10	
	Female	15.9%	11.4%
	Male	6.5%	<5.0%
Friendship PCS – Blow-Pierce Elementary	<b>All Students</b>	<b>8.9%</b>	<b>14.5%</b>
	At-Risk	<5.0%	14.3%
	SWDs	n < 10	
	Black or African American	8.9%	14.5%
	Female	6.7%	13.3%
	Male	11.5%	16.0%
Friendship PCS – Blow-Pierce Middle	<b>All Students</b>	<b>20.5%</b>	<b>6.7%</b>
	At-Risk	16.4%	5.3%
	English Learner	27.3%	18.2%
	SWDs	<5.0%	<5.0%
	Black or African American	21.0%	6.9%
	Hispanic/Latino	n < 10	
	Female	27.0%	8.1%
	Male	12.8%	5.2%
Friendship PCS – Chamberlain Elementary	<b>All Students</b>	<b>&lt;5.0%</b>	<b>24.0%</b>
	At-Risk	<5.0%	14.7%
	SWDs	n < 10	
	Black or African American	<5.0%	22.9%
	Hispanic/Latino	n < 10	
	Female	<5.0%	8.7%

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
	Male	<5.0%	37.0%
Friendship PCS – Chamberlain Middle	<b>All Students</b>	<b>17.0%</b>	<b>9.3%</b>
	At-Risk	12.0%	5.3%
	English Learner	n < 10	
	SWDs	7.4%	5.8%
	Black or African American	16.3%	9.1%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Other Races	n < 10	
	Female	21.7%	8.4%
	Male	11.6%	10.3%
Friendship PCS – Collegiate	<b>All Students</b>	<b>19.0%</b>	<b>6.5%</b>
	At-Risk	19.1%	5.4%
	SWDs	<5.0%	<5.0%
	Black or African American	18.6%	6.0%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Other Races	n < 10	
	Female	27.5%	8.9%
	Male	12.7%	<5.0%
Friendship PCS – Ideal Elementary	<b>All Students</b>	<b>11.1%</b>	<b>11.1%</b>
	At-Risk	<5.0%	<5.0%
	English Learner	n < 10	
	SWDs	<5.0%	18.2%
	Black or African American	12.5%	12.5%
	Hispanic/Latino	n < 10	
	Other Races	n < 10	
	Female	11.1%	5.9%
	Male	11.1%	15.8%
Friendship PCS – Ideal Middle	<b>All Students</b>	<b>11.9%</b>	<b>8.8%</b>
	At-Risk	9.4%	9.2%
	English Learner	n < 10	
	SWDs	6.1%	<5.0%
	Black or African American	11.8%	8.6%
	Hispanic/Latino	n < 10	
	Other Races	n < 10	
	Female	15.9%	9.4%
	Male	8.5%	8.3%

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
Friendship PCS – Online	<b>All Students</b>	<b>16.8%</b>	<b>7.2%</b>
	At-Risk	13.2%	<5.0%
	English Learner	n < 10	
	SWDs	7.0%	<5.0%
	Black or African American	14.7%	6.0%
	Hispanic/Latino	40.0%	13.3%
	White	n < 10	
	Other Races	21.4%	14.3%
	Female	18.6%	6.2%
	Male	15.1%	8.1%
Friendship PCS – Southeast Elementary	<b>All Students</b>	<b>20.6%</b>	<b>21.0%</b>
	At-Risk	19.6%	19.6%
	English Learner	n < 10	
	SWDs	n < 10	
	Black or African American	21.0%	21.3%
	Hispanic/Latino	n < 10	
	Female	24.2%	15.2%
	Male	16.7%	27.6%
Friendship PCS – Southeast Middle	<b>All Students</b>	<b>18.6%</b>	<b>5.6%</b>
	At-Risk	16.6%	6.7%
	English Learner	n < 10	
	SWDs	6.2%	<5.0%
	Black or African American	18.8%	5.7%
	Hispanic/Latino	n < 10	
	Female	22.3%	5.2%
	Male	14.2%	6.2%
Friendship PCS – Technology	<b>All Students</b>	<b>14.6%</b>	<b>&lt;5.0%</b>
	At-Risk	15.0%	<5.0%
	English Learner	n < 10	
	SWDs	<5.0%	<5.0%
	Black or African American	14.3%	<5.0%
	Hispanic/Latino	n < 10	
	Female	14.4%	<5.0%
	Male	14.8%	<5.0%
Friendship PCS – Woodridge Elementary	<b>All Students</b>	<b>23.9%</b>	<b>13.0%</b>
	At-Risk	22.2%	11.1%
	English Learner	n < 10	
	SWDs	<5.0%	<5.0%

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
	Black or African American	25.0%	13.6%
	Hispanic/Latino	n < 10	
	Female	50.0%	17.6%
	Male	10.0%	10.3%
Friendship PCS – Woodridge Middle	<b>All Students</b>	<b>27.6%</b>	<b>12.5%</b>
	At-Risk	22.0%	6.1%
	English Learner	n < 10	
	SWDs	5.9%	<5.0%
	Black or African American	27.2%	12.0%
	Hispanic/Latino	n < 10	
	Female	38.5%	19.1%
	Male	17.8%	6.6%

PK Pre-Literacy and Math myIGDI Rates by Student Group

Campus	Student Group	2021 – 22 Early Childhood Achievement Rates	
		Pre-Literacy	Math
Friendship PCS – Armstrong Elementary	<b>All Students</b>	<b>74.0%</b>	<b>76.7%</b>
	At-Risk	77.1%	81.3%
	English Learner	n < 10	
	SWDs	n < 10	
	Black or African American	75.4%	76.8%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Female	68.6%	82.9%
	Male	78.9%	71.1%
Friendship PCS – Blow-Pierce Elementary	<b>All Students</b>	<b>67.8%</b>	<b>42.4%</b>
	At-Risk	68.1%	38.3%
	English Learner	n < 10	
	SWDs	n < 10	
	Black or African American	71.4%	44.6%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Female	64.5%	51.6%
Male	71.4%	32.1%	
Friendship PCS – Chamberlain Elementary	<b>All Students</b>	<b>48.8%</b>	<b>65.9%</b>
	At-Risk	45.0%	63.3%
	SWDs	70.0%	60.0%

Campus	Student Group	2021 – 22 Early Childhood Achievement Rates	
		Pre-Literacy	Math
	Black or African American	48.8%	65.0%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Female	48.9%	74.5%
	Male	48.6%	54.3%
Friendship PCS – Ideal Elementary	<b>All Students</b>	<b>41.7%</b>	<b>31.9%</b>
	At-Risk	41.5%	32.1%
	English Learner	n < 10	
	SWDs	n < 10	
	Black or African American	39.7%	33.8%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Female	43.2%	32.4%
	Male	40.0%	31.4%
Friendship PCS – Southeast Elementary <sup>79</sup>	<b>All Students</b>	<b>62.3%</b>	<b>77.4%</b>
	At-Risk	63.1%	75.0%
	SWDs	n < 10	
	Black or African American	64.1%	78.6%
	Hispanic/Latino	n < 10	
	Other Races	n < 10	
	Female	60.4%	81.1%
	Male	64.2%	73.6%
	Friendship PCS – Woodridge Elementary	<b>All Students</b>	<b>48.1%</b>
At-Risk		34.3%	85.7%
English Learner		n < 10	
SWDs		n < 10	
Black or African American		50.6%	90.9%
Hispanic/Latino		n < 10	
White		n < 10	
Female		46.8%	100%
Male		50.0%	79.4%

<sup>79</sup> Friendship PCS – Southeast Elementary uses Every Child Ready for its PK Pre-Literacy and Math assessments rather than myIGDI.

9<sup>th</sup> Grade on Track Rates by Student Group

Campus	Student Group	2021 – 22 9 <sup>th</sup> Grade on Track	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>258</b>	<b>65.9%</b>
	At-Risk	195	63.1%
	SWDs	70	58.6%
	Black or African American	250	66.4%
	Hispanic/Latino	n < 10	
	White	n < 10	
	Other Races	n < 10	
	Female	105	65.7%
	Male	153	66.0%
Friendship PCS – Technology	<b>All Students</b>	<b>102</b>	<b>85.3%</b>
	At-Risk	71	84.5%
	English Learner	n < 10	
	SWDs	25	88.0%
	Black or African American	102	85.3%
	Female	41	85.4%
	Male	61	85.2%

PSAT Rates by Student Group

Campus	Student Group	2021 – 22 PSAT	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>101</b>	<b>28.7%</b>
	At-Risk	73	26.0%
	SWDs	22	<5.0%
	Black or African American	97	27.8%
	Hispanic/Latino	n < 10	
	Female	52	28.8%
	Male	49	28.6%
Friendship PCS – Technology	<b>All Students</b>	<b>51</b>	<b>17.6%</b>
	At-Risk	34	20.6%
	SWDs	14	<5.0%
	Black or African American	51	17.6%
	Female	25	20.0%
	Male	26	15.4%

SAT/ACT Rates by Student Group

Campus	Student Group	2021 – 22 SAT/ACT	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>99</b>	<b>35.4%</b>
	At-Risk	54	29.6%
	SWDs	20	<5.0%
	Black or African American	99	35.4%
	White	n < 10	
	Female	50	36.0%
	Male	49	34.7%
Friendship PCS – Technology	<b>All Students</b>	<b>54</b>	<b>50.0%</b>
	At-Risk	36	44.4%
	SWDs	10	<5.0%
	Black or African American	54	50.0%
	Female	35	42.9%
	Male	19	63.2%

SAT/ACT College and Career Ready: ERW Rates by Student Group

Campus	Student Group	2021 – 22 SAT/ACT	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>99</b>	<b>18.2%</b>
	At-Risk	54	16.7%
	SWDs	20	<5.0%
	Black or African American	99	18.2%
	White	n < 10	
	Female	50	18.0%
	Male	49	18.4%
Friendship PCS – Technology	<b>All Students</b>	<b>54</b>	<b>25.9%</b>
	At-Risk	36	22.2%
	SWDs	10	<5.0%
	Black or African American	54	25.9%
	Female	35	25.7%
	Male	19	26.3%

SAT/ACT College and Career Ready: Math Rates by Student Group

Campus	Student Group	2021 – 22 SAT/ACT	
		n-size	Rate
	<b>All Students</b>	<b>99</b>	<b>10.1%</b>
	At-Risk	54	9.3%
	SWDs	20	<5.0%



Campus	Student Group	2021 – 22 SAT/ACT	
		n-size	Rate
Friendship PCS – Collegiate	Black or African American	99	10.1%
	White	n < 10	
	Female	50	<5.0%
	Male	49	16.3%
Friendship PCS – Technology	<b>All Students</b>	<b>54</b>	<b>14.8%</b>
	At-Risk	36	13.9%
	SWDs	10	<5.0%
	Black or African American	54	14.8%
	Female	35	8.6%
	Male	19	26.3%

*AP/IB/DE/CTE Rates by Student Group*

Campus	Student Group	2021 – 22 AP/IB/DE/CTE	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>93</b>	<b>100%</b>
	At-Risk	49	100%
	SWDs	16	6.3%
	Black or African American	93	100%
	Female	47	100%
	Male	46	100%
Friendship PCS – Technology	<b>All Students</b>	<b>54</b>	<b>13.0%</b>
	At-Risk	36	11.1%
	SWDs	10	<5.0%
	Black or African American	54	13.0%
	Female	35	14.3%
	Male	19	10.5%

*College Acceptance Rates by Student Group*

Campus	Student Group	2021 – 22 College Acceptance	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>115</b>	<b>99.1%</b>
	At-Risk	63	98.4%
	SWDs	21	100%
	Black or African American	114	99.1%
	White	n < 10	
	Female	61	100%
	Male	54	98.1%
	<b>All Students</b>	<b>54</b>	<b>100%</b>

Campus	Student Group	2021 – 22 College Acceptance	
		n-size	Rate
Friendship PCS – Technology	At-Risk	36	100%
	SWDs	10	100%
	Black or African American	54	100%
	Female	35	100%
	Male	19	100%

*Four-Year ACGR Rates by Student Group*

Campus	Student Group	2021 – 22 Four-Year ACGR	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>125</b>	<b>81.6%</b>
	At-Risk	79	74.7%
	SWDs	22	63.6%
	Black or African American	124	81.5%
	White	n < 10	
	Female	64	85.9%
	Male	61	77.0%
Friendship PCS – Technology	<b>All Students</b>	<b>53</b>	<b>94.3%</b>
	At-Risk	38	92.1%
	SWDs	12	83.3%
	Black or African American	53	94.3%
	Female	33	100%
	Male	20	85.0%

*Five-Year ACGR Rates by Student Group*

Campus	Student Group	2021 – 22 Five-Year ACGR	
		n-size	Rate
Friendship PCS – Collegiate	<b>All Students</b>	<b>114</b>	<b>88.6%</b>
	At-Risk	76	86.8%
	English Learner	n < 10	
	SWDs	27	77.8%
	Black or African American	111	88.3%
	Hispanic/Latino	n < 10	
	Female	56	91.1%
	Male	58	86.2%
Friendship PCS – Technology	<b>All Students</b>	<b>74</b>	<b>98.6%</b>
	At-Risk	57	100%
	SWDs	19	100%
	Black or African American	74	98.6%

Campus	Student Group	2021 – 22 Five-Year ACGR	
		n-size	Rate
	Female	33	100%
	Male	41	97.6%

ISA

Campus	2021 – 22 ISA Rates
Friendship PCS – Armstrong Elementary	85.9%
Friendship PCS – Armstrong Middle	86.0%
Friendship PCS – Blow-Pierce Elementary	82.1%
Friendship PCS – Blow-Pierce Middle	84.4%
Friendship PCS – Chamberlain Elementary	83.9%
Friendship PCS – Chamberlain Middle	86.2%
Friendship PCS – Collegiate	87.8%
Friendship PCS – Ideal Elementary	86.5%
Friendship PCS – Ideal Middle	87.6%
Friendship PCS – Online	99.7%
Friendship PCS – Southeast Elementary	81.9%
Friendship PCS – Southeast Middle	86.7%
Friendship PCS – Technology	88.3%
Friendship PCS – Woodridge Elementary	88.1%
Friendship PCS – Woodridge Middle	90.3%

Re-enrollment

Campus	2021 – 22 Re-enrollment Rates
Friendship PCS – Armstrong Elementary	85.8%
Friendship PCS – Armstrong Middle	90.3%
Friendship PCS – Blow-Pierce Elementary	85.0%
Friendship PCS – Blow-Pierce Middle	86.5%
Friendship PCS – Chamberlain Elementary	90.2%
Friendship PCS – Chamberlain Middle	90.1%
Friendship PCS – Collegiate	87.3%
Friendship PCS – Ideal Elementary	80.0%
Friendship PCS – Ideal Middle	86.7%
Friendship PCS – Online	58.7%
Friendship PCS – Southeast Elementary	89.2%
Friendship PCS – Southeast Middle	92.0%
Friendship PCS – Technology	87.3%
Friendship PCS – Woodridge Elementary	83.1%
Friendship PCS – Woodridge Middle	89.0%

CLASS<sup>80</sup>

Campus	2021 – 22 CLASS Scores		
	Classroom Organization	Emotional Support	Instructional Support
Friendship PCS – Armstrong Elementary	6.5	6.3	3.9
Friendship PCS – Blow-Pierce Elementary	6.5	6.6	5.5
Friendship PCS – Chamberlain Elementary	5.9	6.2	4.2
Friendship PCS – Ideal Elementary	6.0	6.4	3.5
Friendship PCS – Southeast Elementary	6.2	6.3	4.3
Friendship PCS – Woodridge Elementary	6.3	6.5	4.3

<sup>80</sup> As previously noted, CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

## **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."<sup>81</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Friendship PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.<sup>82</sup>

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports 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 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, DC PCSB found Friendship PCS properly submitted 110 procurement contract packages. During FY 2018, the school properly reported 76 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*,<sup>83</sup> 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 procurement contract reporting requirements.

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<sup>81</sup> D.C. Code § 38-1802.12(a)(3).

<sup>82</sup> 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 Friendship PCS's Compliance Review Reports, Appendices K1 – K5.

<sup>83</sup> See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

During FY 2019, Friendship PCS properly reported 58 procurement contract packages. However, the school received three Early Warning Notices for failure to report contracts in a timely manner. During FY 2020, the school properly reported 92 procurement contract packages. During FY 2021, Friendship PCS properly reported 104 procurement contract packages.

Currently, DC PCSB has no concerns about the LEA’s compliance with procurement contract submission requirements.

**Special Education Compliance<sup>84</sup>**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)<sup>85</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>86</sup> As the SEA, OSSE monitors charter schools’ compliance with special education laws and shares detailed findings in eight areas captured in the table below.<sup>87</sup>

Of the eight monitored areas,<sup>88</sup> OSSE required Friendship PCS to take corrective action in seven areas during the review period. 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 one area: IDEA Procedural Timeliness. Further information on OSSE’s special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Friendship PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	No	Complete
2. On-Site Monitoring	No	Complete
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B Transition Timeliness	No	Complete

<sup>84</sup> See OSSE’s Glossary of Special Education Compliance Terms, Appendix L.

<sup>85</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>86</sup> 29 U.S.C. § 794.

<sup>87</sup> For a description of each review area, see the Special Education Factsheet, Appendix M.

<sup>88</sup> 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.

OSSE Special Education Compliance Review Areas	Friendship PCS Compliant All Years of the Review Period	Status of Corrective Action
4. Secondary Transition Monitoring	No	Complete
5. Child Find Monitoring	No	In Progress
6. Disproportionate Representation and Significant Discrepancy Review	No	Complete
7. Significant Disproportionality Review	Yes	NA
8. Hearing Officer Determination and State Complaint Implementation Review	No	Complete

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, Friendship PCS received a “Meets Requirements” designation in its 2017, 2019, and 2020 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	90.0%	Meets Requirements
2018	70.8%	Needs Assistance
2019	94.7%	Meets Requirements
2020	85.7%	Meets Requirements

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 Friendship PCS for on-site monitoring in the last three years; however, OSSE found the school noncompliant when it conducted on-site monitoring at Friendship PCS in SY 2018 – 19. OSSE’s 2019 On-Site Monitoring Report found Friendship PCS noncompliant in one LEA-level indicator and eight student-level indicators. For comparison, all six schools that received an On-Site Monitoring Report were found noncompliant in SY 2018 – 19. OSSE confirmed the school addressed all areas of noncompliance.

<b>On-Site Monitoring Report: LEA-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant Indicators</b>	<b>Corrected?</b>
Least Restrictive Environment	1 of 1 indicator compliant	0	NA
Individualized Education Program (IEP)	1 of 1 indicator compliant	0	NA
Data	2 of 2 indicators compliant	0	NA
Dispute Resolution	2 of 2 indicators compliant	0	NA
NIMAS	1 of 1 indicator compliant	0	NA
Fiscal	3 of 4 indicators compliant	IDEA Part B Funds Used to Pay Excess Cost	Yes

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant Indicators</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	4 of 5 indicators compliant	Parents Provided Procedural Safeguards	Yes
IEP	15 of 20 indicators compliant	<ul style="list-style-type: none"> <li>• Parent/Student Invited to IEP Meeting</li> <li>• Parent/Student Notified of Meeting</li> <li>• Present Levels of Academic Achievement and Functional Performance (PLAAFP) States Effect of Disability in General Curriculum/ Appropriate Activities</li> <li>• Extended School Year (ESY) Determined on Individual Basis</li> <li>• IEP Review of Progress of Annual Goal</li> </ul>	Yes
Least Restrictive Environment	2 of 4 indicators compliant	<ul style="list-style-type: none"> <li>• Consideration of Harmful Effects</li> </ul>	Yes



On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
		<ul style="list-style-type: none"> <li>Supplemental Aids/Services Used Before Removal from Regular Education</li> </ul>	

### 3. IDEA Procedural Timeliness

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

#### *Initial Evaluation*<sup>89</sup>

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 Friendship PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

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

For comparison, across the last five years, Friendship PCS has the highest number of reporting periods with noncompliance for initial evaluations relative to all charter LEAs, receiving a finding in eight reporting periods out of the ten applicable reporting periods. OSSE confirms that the school has addressed findings from SY 2017 – 18 through SY 2021 – 22.

#### *Reevaluation*<sup>90</sup>

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 Friendship PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- April 1, 2017 – June 30, 2017

<sup>89</sup> See Friendship PCS’s Initial Evaluation Reports, Appendices N1 – N8.

<sup>90</sup> See Friendship PCS’s Reevaluation Reports, Appendices O1 – O10.

- April 1, 2018 – June 30, 2018
- July 1, 2018 – September 30, 2018
- October 1, 2018 – March 31, 2019
- April 1, 2019 – June 20, 2019
- July 1, 2019 – September 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – June 30, 2020
- October 1, 2021 – March 31, 2022

For comparison, across the last five years, Friendship PCS performed better than only 1.7% of charter LEAs, receiving a finding in 10 out of the 13 applicable reporting periods.<sup>91</sup> OSSE confirms the school addressed its SY 2017 – 18 through SY 2021 – 22 findings.

*Part C to B Transition Timeliness*

Part C to B Transition refers to transitioning children who receive early intervention services in IDEA Part C (birth through age two) to IDEA Part B special education services (age three to 21) by the child's third birthday. OSSE has not flagged Friendship PCS for Part C to B Transition timeliness noncompliance during the review period.

4. Secondary Transition Monitoring<sup>92</sup>

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 Friendship PCS for noncompliance with secondary transition requirements during the October 1, 2018 – March 31, 2019 period.

For comparison, across the last five years, Friendship PCS performed better than 31.6% of charter LEAs, receiving a finding in one out of the seven applicable reporting periods.<sup>93</sup> Sixty percent of applicable charter LEAs received no findings in any reporting period. OSSE confirms the school addressed the finding issued above.

5. Child Find Monitoring Report<sup>94</sup>

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

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<sup>91</sup> 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.

<sup>92</sup> See Friendship PCS's Secondary Transition Monitoring Report, Appendix P.

<sup>93</sup> 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.

<sup>94</sup> See Friendship PCS's Child Find Focused Monitoring Report, Appendices Q1 – Q3.

services. OSSE reviewed and flagged Friendship PCS for Child Find noncompliance in SY 2018 – 19, SY 2019 – 20, and SY 2020 – 21, as seen in the table below.

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and the other focused on the 3- to 5-year-old special education population.

Year	Special Education Population Monitored	Percentage Identified	Corrective Action Required	Corrected?
2019	3- to 5-year-old	4.4%	No Action Required	NA
2020	3- to 5-year-old	4.4%	<ul style="list-style-type: none"> <li>• Submit policy</li> <li>• Participate in a webinar</li> <li>• Receive technical assistance</li> </ul>	Yes
2021	3- to 5-year-old	6.4%	Continue to actively participate in OSSE facilitated targeted technical assistance (TTA) focusing on the timely transition of 3- to 5-year-old students which includes Child Find	In Progress

For comparison, in SY 2018 – 19 and SY 2019 – 20, OSSE flagged all charter LEAs with a 3- to 5-year-old population for an identification rate lower than the 8.5% threshold. OSSE required the LEAs to take corrective action. During SY 2020 – 21, Friendship PCS was one of 16 LEAs serving 3- to 5-year-old students assigned TTA facilitated by OSSE staff. While OSSE did not flag Friendship PCS for its overall identification rate in SY 2017 – 18, SY 2018 – 19, SY 2019 – 20, or SY 2020 – 21, the school has a comparatively low identification rate for 3- to 5-year-old special education students. OSSE confirms the school has completed the corrective action steps required for the SY 2019 – 20 findings. It also confirms Friendship PCS is currently participating in TTA.

6. Disproportionate Representation Review and Significant Discrepancy Review

*Disproportionate Representation Review*

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

*Significant Discrepancy Review*<sup>95</sup>

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE reported that Friendship PCS had significant discrepancy by race or ethnicity suspension and expulsion rates of greater than 10 days in a school year for children with IEPs during Federal Fiscal Year (FFY) 2017 and FFY 2018. For comparison, OSSE identified four charter LEAs for significant discrepancy noncompliance in the last five years. Only one other charter LEA was identified for significant discrepancy two consecutive years.

<b>Year</b>	<b>Significant Discrepancy Area</b>	<b>Corrective Action Required</b>	<b>Corrected?</b>
Federal Fiscal Year (FFY) 2017 (data from SY 2016 – 17)	Rate of long-term suspensions and expulsions between African American students with disabilities and all students without disabilities	Develop and implement a continuous improvement plan (CIP)	Yes
FFY 2018 (data from SY 2017 – 18)	Rate of long-term suspensions and expulsions between African American students with disabilities and all students without disabilities	<ul style="list-style-type: none"> <li>• Submit significant discrepancy file review tally sheet</li> <li>• Submit policies and procedures</li> </ul>	Yes

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. OSSE determined Friendship PCS does not have significant disproportionality during the review period.

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,

<sup>95</sup> See Friendship PCS's Significant Discrepancy Review Reports, Appendices R1 – R2.

detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. The chart below shows the two complaints brought against the school that resulted in a noncompliance finding by a Hearing Officer.

<b>Transmittal Date<sup>96</sup></b>	<b>HOD Implementation and Timeliness Status<sup>97</sup></b>
May 2017	Implemented and Timely
September 2019	Implemented and Timely

For comparison, of the 29 HODs issued over the past five years, approximately 28.0% of those findings were given an “Implemented timely” status. Approximately 10.0% were given an “Implemented and Untimely” status, and 37.0% were given a “Not implemented and Timely” status. Only 14.0% were given a “Not Implemented and Untimely” status. In total, 24 charter LEAs received at least one HOD over the past five years.

#### State Complaints<sup>98</sup>

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 IDEA or the District’s laws and regulations regarding special education. Such laws include the identification, evaluation, educational placement of the child, and the provision of a Free and Appropriate Public Education (FAPE) to such child. The chart below shows the four state complaints brought against the school during the review period.

<b>School Year</b>	<b>State Complaint Implementation and Timeliness Status</b>
SY 2017 – 18 (January)	Implemented Timely
SY 2018 – 19 (April)	No corrective action issued
SY 2018 – 19 (August)	Implemented Timely
SY 2019 – 20 (August)	No corrective action issued

For comparison, 34 charter LEAs have received at least one state complaint over the past five years. Friendship PCS has the second highest number of state complaints relative to all charter LEAs, receiving four state complaints during the review period.

<sup>96</sup> This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

<sup>97</sup> An HOD may be implemented timely, implemented untimely, not implemented and untimely, or not implemented and timely.

<sup>98</sup> See Friendship PCS’s state complaint letters, Appendices S1 – S4.

In a January 2018 letter in response to the first state complaint, OSSE determined the school was noncompliant in two of seven issues raised by the complainants. OSSE determined the school failed to evaluate the student upon receipt of her potential need for speech and language services and failed to notify the parent a reasonable time before changing the student's placement by withdrawing her from the LEA. OSSE required the school to:

- Train the special education coordinator and relevant special education administrative staff on child find procedures related to the review of parent provided information and the initiation of the initial evaluation process.
- Provide documentation of completion within 15 days of the letter issue date.
- Issue a prior written notice to the student in conformance with the OSSE Entry and Exit Guidance providing a reason for the LEA's withdrawal of the student at the start of the SY 2017 – 18.
- Train the special education coordinator and registrar on prior written notice requirements prior to withdrawal of special education students from the LEA after reaching the required number of unexcused absences.

OSSE confirms the school completed all required corrective action within the timeframe established in the letter.

In an April 2019 letter in response to a second state complaint, OSSE determined the school was compliant in all issues raised by the complainants. The complaint alleged that the school removed students with known or suspected disabilities and placed them at the Future Family Enrichment Center (FFEC). OSSE did not issue any corrective action to the school related to this complaint.

In an August 2019 letter in response to a third state complaint, OSSE determined the school was noncompliant in one of the two issues raised because it unilaterally decided to restrict a student from eating lunch with her peers for nearly three months until the decision was discussed by the IEP Team. OSSE required the school to:

- Consult with the parent to devise a remedy for restricting the student from eating lunch with her peers.
- Determine if the student's lunch scheduling and peer-to-peer interactions required convening of the IEP team.
- Train relevant staff members on the least restrictive environment (LRE) requirements.
- Complete the required corrective action within 30 days of the letter issue date. OSSE confirms the school completed all required corrective action.

In a letter issued in August 2020, in response to a fourth state complaint, OSSE determined the school was compliant in all issues raised by the complainants. The

complaint alleged that the school failed to provide access to education records, ensure parent participation in IEP Team meetings, and provide a copy of the IEP after it is finalized. OSSE did not issue any corrective action to the school related to this complaint.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**<sup>99</sup>

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.<sup>100</sup>

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 Friendship PCS for FY 2017 through FY 2021.<sup>101</sup>

### **Summary of Findings**<sup>102</sup>

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**

- Most of the school's key performance indicators in the five-year period between FY 2017 and FY 2021 were above target, indicating strong financial performance, robust liquidity, and healthy sustainability.
- The school has increased enrollment each year since FY 2019 and enrolled 96% of its enrollment ceiling in FY 2022.
- The school has two for-profit school management organizations (SMOs) that provide online programming to the school.

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<sup>99</sup> Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

<sup>100</sup> See D.C. Code § 38-1802.13(b).

<sup>101</sup> See Friendship PCS's FAR Reports, Appendices T1 – T5.

<sup>102</sup> See Financial Definitions and Examples, Appendix U.



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

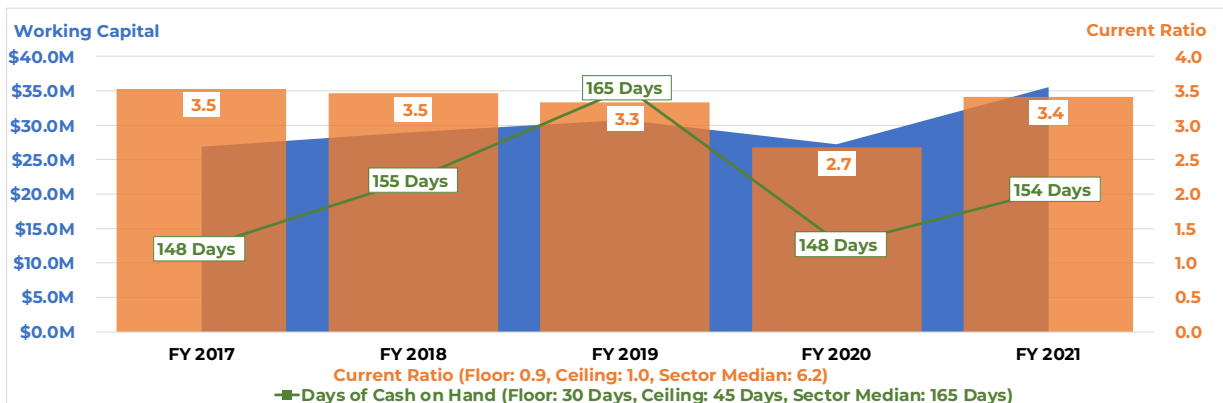
Definitions and examples for each key performance indicator used herein are provided in Appendix U.

### Key Metrics and Comparisons

#### Enrollment and Operations

As noted in the school's FY 2021 FAR,<sup>103</sup> in the five-year period from FY 2017 through FY 2021, the school's changes in net assets have been positive each year, reflecting robust financial health. The change in net assets margins, ranging between 1% and 5% in the five-year audited period and in FY 2022, allows the school to invest almost all its funding to further its operations each year while increasing its sustainability. Additionally, in the five-year period from FY 2017 through FY 2021, the school increased its financial strength, as evidenced by its 17% increase in net assets from \$38.4M at fiscal year-end (FYE) 2017 to \$44.8M at FYE 2021. Its primary reserve ratio at FYE 2021 is a healthy 0.4 and above the 0.2 target. The school also increased its enrollment from 4,216 in FY 2017 to 4,909 in FY 2022, reaching 96% of its enrollment ceiling.

#### Liquidity



The school demonstrated robust liquidity. Days of cash on hand at FYE 2017 through FYE 2021 consistently exceeded the 45-days target, and the slight dip to 148 days of cash on hand at FYE 2020 was due to the significant amount of renovations of a newly purchased

<sup>103</sup> See the school's Enrollment, Operations, and Working Capital chart in the first page of the school's FY 2021 FAR Report, Appendix T5.

property. The current ratio at FYE 2017 through FYE 2021 consistently exceeded the 1.0 target. The cash flow from operations margin that averaged 8% in the five-year period FY 2017 through FY 2021 reflects the school’s ability to generate cash flow from carrying out its operations.

Facilities and Occupancy

The school’s facilities expenses as a percentage of total DC facilities funding recognized from FY 2017 through FY 2021 ranged between 121% and 133%, remaining close to the FY 2021 117% sector median. The school rents two facilities with lease expirations in May 2040 and February 2041, plus renewal options. The school also owns several buildings at its various campuses. In FY 2021, the school’s occupancy expenses as a percentage of facilities revenues were 121%, or 4 percentage points above the sector median. The school’s \$26 occupancy expenses per square foot is below the \$30 sector median.

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
<b>Net Assets</b>	\$38.3M	\$39.9M	\$41.8M	\$41.9M	\$44.8M	NA	\$6.0M	
<b>Operating Expenses</b>	\$85.5M	\$89.3M	\$91.6M	\$101.3M	\$109.5M	NA	\$10.6M	
<b>Primary Reserve Ratio</b> (Higher is better)	0.4	0.4	0.5	0.4	0.4	<b>&gt;= 0.2</b>	0.6	
<b>Debt Ratio</b> (Lower is better)	0.8	0.8	0.7	0.8	0.8	<b>&lt;= 0.5</b>	0.4	

The school showed financial sustainability through its consistently above-target primary reserve ratio ranging from 0.4 to 0.5 during FYE 2017 through FYE 2021. The debt ratio performance is not concerning given the strong liquidity measures at FYE 2021.

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. Additionally, no audit findings on the internal controls over financial reporting were noted in the five-year period from FY 2017 through FY 2021.