



Lea Crusey  
Board Chair

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

March 21, 2024

***Via Electronic Mail***

Thomas O'Hara  
Board Chair

Russ Williams  
Executive Director

Center City Public Charter School  
900 2<sup>nd</sup> Street NE  
Washington, DC 20002

**Re: 15-Year Charter Renewal of Center City Public Charter School**

Dear Mr. O'Hara and Mr. Williams:

As you know, Center City Public Charter School (Center City PCS) submitted a charter renewal application to the District of Columbia Public Charter School Board (DC PCSB) seeking authorization to continue operations for another 15-year term. As required by the School Reform Act (SRA), DC PCSB conducted a high-stakes charter review of Center City PCS during the school's fifteenth year of operation.<sup>1</sup> DC PCSB staff prepared a comprehensive report assessing the school's performance according to the charter renewal standard required by the SRA.<sup>2</sup>

On November 16, 2022, 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 renewal report.

Center City PCS's charter agreement includes a COVID-19 Impact Provision which states that the DC PCSB Board can determine that the school met its charter goals if the school earned "an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period and a PMF score of at least 40.0% in the most recent available year of results." Center City PCS – Trinidad earned an

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<sup>1</sup> See DC Code § 38-1802.12.

<sup>2</sup> See the charter renewal standard in DC Code § 38-1802.12(c) and DC Code § 38-1802.13.



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average PMF score of 42.4% and earned a 43.1% PMF score in SY 2018 – 19, thus making Center City PCS eligible for this provision. Per Center City PCS's charter agreement, if the Board determines Center City PCS met its charter goals using the COVID-19 Impact Provision, Center City PCS shall be subject to charter conditions.

Based on the findings in the preliminary charter renewal report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter with the following conditions as stipulated through the application of the COVID-19 Impact Provision:

- By March 1, 2023, Center City PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, focusing on growth among K – 2 students and math outcomes for all students, and b) a description of how the school will measure its academic progress toward meeting its goals.<sup>3</sup>
- By April 3, 2023, Center City PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.<sup>4</sup>
- Center City PCS must report on its progress in implementing the plan in its annual report every year leading up to its 20-year review, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes., particularly among K – 2 students and in math. DC PCSB will consider the school's progress as reported in its annual reports at its 20-year charter review.

At its public board meeting on December 19, 2022, the DC PCSB Board voted to renew the school's charter for the reasons outlined in the renewal 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

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<sup>3</sup> In other words, the school shall describe its progress in meeting the goals and strategies outlined in its improvement plan.

<sup>4</sup> DC PCSB will evaluate the school's plan to determine whether it clearly articulates strategies that address the areas of deficiency. It will also evaluate whether the school has articulated how it will measure progress.



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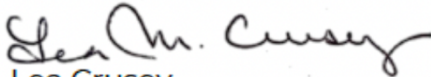
of the public were also allowed an opportunity to provide public comment prior to the vote.

Center City PCS submitted drafts of its academic improvement plan to DC PCSB on May 10 and December 14, 2023. DC PCSB approved the plan on January 19, 2024.

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

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

Sincerely yours,

  
Lea Crusey  
Board Chair

  
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 (15yrs)
- Approve a Charter Renewal (15yrs)
- Approve Charter Continuance
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other \_\_\_\_\_

### Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

### Policies

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

**PREPARED BY:**      **Nada Mousa, Senior Specialist, School Performance Department**

**SUBJECT:**            **Charter Renewal: Center City Public Charter School**

**DATE:**                **December 19, 2022**

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### **Recommendation**

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to approve the renewal application of Center City Public Charter School (Center City PCS) and renew the school's charter for another 15-year term, with the conditions as described later in this proposal. This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.<sup>1</sup>

### **Charter Renewal Findings**

DC PCSB staff conducted a 15-year charter renewal of Center City 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) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

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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.*

Charter Renewal Findings						
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22					
<b>Charter Goals</b>	<b>Five out of six</b> Center City PCS campuses <b>met</b> their charter goals. One campus, Center City PCS – Trinidad, <b>did not</b> meet its charter goals; therefore, Center City PCS <b>did not</b> meet its charter goals outright. However, the Board may determine the school met its charter goals through the application of the COVID-19 Impact Provision in the school's charter.					
<b>Compliance</b>	Center City PCS <b>did not</b> materially violate the law or materially violate its charter.					
<b>Finance</b>	Center City PCS <b>did not</b> commit fiscal mismanagement.					
Performance Management Framework (PMF) Outcomes						
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
Center City PCS – Brightwood	75.9%	82.5%	Not applicable (NA) <sup>3</sup>			<b>79.2%</b>
Center City PCS – Capitol Hill	55.1%	47.1%				<b>51.1%</b>
Center City PCS – Congress Heights	62.7%	77.6%				<b>70.2%</b>
Center City PCS – Petworth	67.1%	61.6%				<b>64.4%</b>
Center City PCS – Shaw	63.4%	59.1%				<b>61.3%</b>
Center City PCS – Trinidad <sup>4</sup>	41.6%	43.1%				<b>42.4%</b>

Center City 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>5</sup> In doing so, Center City PCS committed to achieving an average PMF score equal to or exceeding 50.0% at each of its campuses at its 15-year renewal. As the chart above reports, all but one of Center City PCS's campuses met their charter goals. Center

<sup>3</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 new 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>4</sup> Assuming the DC PCSB Board renews Center City PCS's charter for another 15-year term, beginning in SY 2023 – 24, Center City PCS – Trinidad will be named "Center City PCS – NoMa." For details, see Center City PCS's Campus Name Change Amendment Proposal here: <https://bit.ly/3HI1O2Y>.

<sup>5</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

City PCS – Trinidad did not meet its goals, earning an average PMF score of 42.4% during the review period. Consequently, Center City PCS did not meet its charter goals outright.

Center City PCS's charter agreement includes a COVID-19 Impact Provision that states the DC PCSB Board can determine the school met its charter goals if the school earned "an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period and a PMF score of at least 40.0% in the most recent available year of results."<sup>6</sup> As noted above, Center City PCS – Trinidad earned an average PMF score of 42.4% and earned a 43.1% PMF score in SY 2018 – 19, thus making Center City PCS eligible for this provision.

Per Center City PCS's charter agreement, if the Board determines Center City PCS met its charter goals using the COVID-19 Impact Provision, Center City PCS shall be subject to the following conditions:

- The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:
  - Areas of improvement identified by the available data in the charter review report and the specific strategies the school will use to improve student outcomes in those areas.
  - A description of how the school will measure its academic progress toward meeting its goals noted in the review report.
- The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.
- DC PCSB will consider the school's progress as reported in its annual reports at its next charter review.

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.<sup>7</sup> 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. For schools deemed to have not met their goals or schools eligible for the COVID-19 Impact Provision, this data may be used to identify targeted areas for improvement in developing conditions.<sup>8</sup>

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<sup>6</sup> Ibid., p. 3.

<sup>7</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>8</sup> Ibid., p. 6.

Center City PCS's transitional goals data includes the following outcomes: growth on the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment,<sup>9</sup> proficiency Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, attendance, re-enrollment and Classroom Assessment Scoring System (CLASS). See Center City PCS's SY 2021 – 22 transitional goals performance on pages 47 through 52 of the attached Preliminary Charter Renewal Report (Attachment A). The data show that some Center City PCS campuses' kindergarten (K) – 2 NWEA MAP growth outcomes were below the median.<sup>10</sup> Further, across all campuses and grade levels, Center City PCS's math proficiency outcomes on PARCC were significantly lower than its English language arts (ELA) performance on the same assessment.

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 material violation of law or of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

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

Based on these findings, DC PCSB staff recommends the Board apply the COVID-19 Impact Provision to determine Center City PCS met its charter goals. DC PCSB staff also recommends the Board approve the school's charter renewal application and renew Center City PCS's charter for another 15-year term, on the following conditions:

- By March 1, 2023, Center City PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, focusing on growth among K – 2 students and math outcomes for all students, and b) a description of how the school will measure its academic progress toward meeting its goals.<sup>11</sup>

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<sup>9</sup> For more information on the NWEA MAP assessment please see: <https://bit.ly/3VZHdFt>.

<sup>10</sup> The median, 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.

<sup>11</sup> In other words, the school shall describe its progress in meeting the goals and strategies outlined in its improvement plan.

- By April 3, 2023, Center City PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.<sup>12</sup>
- Center City PCS must report on its progress implementing the plan in its annual report every year leading up to its 20-year review, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes. DC PCSB will consider the school's progress as reported in its annual reports at its 20-year charter review.

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

### **Additional Academic Data**

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Center City PCS during SY 2021 – 22. 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>13</sup> Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See Center City PCS's SY 2021 – 22 QSR performance on pages 12 through 14 of the attached Preliminary Charter Renewal Report.

DC PCSB staff also summarizes Center City PCS's SY 2021 – 22 transitional goals and QSR outcomes below.

### **Rationale**

Center City PCS has met the standard for charter renewal with conditions, provided the Board exercises its discretion to apply the COVID-19 Impact Provision in the school's charter agreement. DC PCSB staff recommends the Board apply this provision given Center City PCS – Trinidad PCS's upward trending PMF scores and Center City PCS's SY 2021 – 22 QSR performance.

While Center City PCS – Trinidad did not meet its charter goals, Center City PCS is eligible for the COVID-19 Impact Provision because Center City PCS – Trinidad earned an average PMF score of 42.4% during the review period and received a 43.1%

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<sup>12</sup> DC PCSB will evaluate the school's plan to determine whether it clearly articulates strategies that address the areas of deficiency. It will also evaluate whether the school has articulated how it will measure progress.

<sup>13</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.



PMF score in SY 2018 – 19. Further, the campus’s PMF scores improved between SY 2017 – 18 and SY 2018 – 19, the last year for which PMF data are available.

Notably, Center City PCS’s recent QSR performance largely matched or exceeded QSR outcomes among the other pre-kindergarten (PK) – 8 campuses DC PCSB observed in SY 2021 – 22. The chart below details the percentage of Center City PCS classrooms, by campus, the QSR team rated as “proficient” or “distinguished” in the classroom environment and instruction domains. It also reports the average percentage of comparable public charter school classrooms that received “proficient” and “distinguished” ratings in each domain.

Key for QSR Outcomes	
Green	Equal to or more than the PK – 8 QSR average
Red	Less than the PK – 8 QSR average

Campus/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Center City PCS – Brightwood	94.0%	84.0%
Center City PCS – Capitol Hill	90.0%	84.0%
Center City PCS – Congress Heights	100%	83.0%
Center City PCS – Petworth	82.0%	79.0%
Center City PCS – Shaw	90.0%	60.0%
Center City PCS – Trinidad	89.0%	83.0%
Average score for PK – 8 public charter schools	89.0%	80.0%

Five Center City PCS campuses, including Center City PCS – Trinidad, scored average or above in the classroom environment domain. Four of the campuses, including Center City PCS – Trinidad, scored average or above in the instruction domain. Center City PCS – Petworth scored below average in classroom environment and near average in instruction. Center City PCS – Shaw underperformed in the instruction domain.

The school’s SY 2021 – 22 transitional goals outcomes indicate opportunities for further improvement throughout the Center City PCS network, particularly in K – 2 growth and math. As previously noted, some Center City PCS campuses’ K – 2 NWEA MAP growth outcomes were below the median. Across the network, Center City PCS’s math proficiency performance on PARCC was considerably lower than its ELA performance.

The proposed conditions, established through the COVID-19 Impact Provision, are designed to encourage Center City PCS to interrogate its program and academic outcomes and then identify and implement improvement strategies.

The conditions also ask the school to report on its progress in realizing its improvement plan every year leading up to its 20-year charter review in SY 2027 – 28. If Center City PCS reports—or DC PCSB identifies—concerning academic outcomes, DC PCSB staff may conduct an off-cycle review ahead of the school’s 20-year review.<sup>14</sup>

### **Charter Renewal Standard**

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

1. The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>15</sup>

Additionally, DC PCSB is required by the SRA to revoke a school’s charter if it determines the school 1) has engaged in a pattern of non-adherence to GAAP; 2) has engaged in a pattern of fiscal mismanagement; and/or 3) is no longer economically viable.<sup>16</sup>

### **Background**

Center City PCS began operation in 2008 under authorization from DC PCSB, educating students in pre-kindergarten 3 (PK3) through eighth grade. The school currently enrolls 1,396 students across six campuses in Wards 4, 5, 6, and 8.<sup>17</sup> Center City PCS’s mission is to “empower students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, DC.”

In December 2018, the Office of the State Superintendent of Education (OSSE) identified Center City PCS – Trinidad as a Targeted Support and Improvement School, Type 1 (TS1). The campus received TS1 designation because its African

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<sup>14</sup> The SRA requires that DC PCSB review a school’s charter at least once every five years; it does not limit the ability of DC PCSB to conduct additional reviews at the Board’s discretion.

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

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

<sup>17</sup> This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.


American students performed at or below the lowest-performing schools in DC, per OSSE's School Transparency and Reporting (STAR) Framework. As a TSI designee, OSSE required Center City PCS – Trinidad to develop a targeted support and improvement plan. The campus fulfilled this requirement in August 2019. Notably, Center City PCS – Trinidad's African American students' STAR Framework performance improved significantly, going from 14.0% in SY 2017 – 18 to 40.0% in SY 2018 – 19.

**Notification**

On November 1, 2022, DC PCSB staff notified Advisory Neighborhood Commissioner Brittany Candace Tiana Nelson (4A06), Kathryn Denise Rucker (6B10), Kwasi Seitu (8C01), Paul Johnson (4C07), Frank S. Wiggins (6E03), Zachary Hoffman (5DO6) of the school's 15-year charter renewal. DC PCSB staff also posted a notice for public comment on the charter renewal in the DC Register and on the DC PCSB website.<sup>18</sup>

**Attachment to this Proposal**

Attachment A: Center City PCS 15-Year Preliminary Charter Renewal Report

Date: <u>12/19/2022</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:
_____
_____
_____
Signature of Board Chair: 

<sup>18</sup> See the notice here: <http://bit.ly/3i1ODIa>.



# **2022 – 23 15-Year Charter Renewal Report Center City Public Charter School**

**December 19, 2022**

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

# TABLE OF CONTENTS

BOARD VOTE AND KEY FINDINGS.....	2
SCHOOL BACKGROUND .....	6
CHARTER RENEWAL STANDARD .....	17
SECTION ONE: GOALS AND ACADEMIC ACHIEVMENT EXPECTATIONS.....	18
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS.....	54
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY.....	60

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

<b>Center City Public Charter School (Center City PCS)<sup>2,3</sup></b>	
<b>Review or Renewal</b>	15-year charter renewal
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22
<b>Charter Goals</b>	<b>Five out of six</b> Center City PCS campuses <b>met</b> their charter goals. One campus, Center City PCS – Trinidad, <b>did not</b> meet its charter goals; therefore, Center City PCS <b>did not</b> meet its charter goals outright. However, the Board may determine the school met its charter goals through the application of the COVID-19 Impact Provision in the school's charter.
<b>Compliance</b>	Center City PCS <b>did not</b> materially violate the law or materially violate its charter.
<b>Finance</b>	Center City PCS <b>did not</b> commit fiscal mismanagement.
<b>Board Vote</b>	The Board voted 6 – 0 to renew Center City PCS's charter for another 15-year period with conditions as stipulated through the application of the COVID-19 Impact Provision.

<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>
Center City PCS – Brightwood	75.9%	82.5%	Not applicable (NA) <sup>5</sup>			<b>79.2%</b>
Center City PCS – Capitol Hill	55.1%	47.1%				<b>51.1%</b>
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Center City PCS – Petworth	67.1%	61.6%				<b>64.4%</b>
Center City PCS – Shaw	63.4%	59.1%				<b>61.3%</b>
Center City PCS – Trinidad <sup>6</sup>	41.6%	43.1%				<b>42.4%</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/3MAVhSp>.

<sup>3</sup> See Center City PCS's Charter Agreement and Amendments, Appendices A1 – A6.

<sup>4</sup> See Center City PCS's PMF scorecards, Appendices B1 – B12.

<sup>5</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>.

Pursuant to the School Reform Act (SRA), Center City PCS submitted a charter renewal application to the District of Columbia Public Charter School Board (DC PCSB) seeking authorization to continue operations for another 15-year term.<sup>7</sup>

DC PCSB conducted a charter review of Center City PCS during the school's fifteenth year of operation, evaluating its progress toward meeting its charter 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>8</sup> In doing so, Center City PCS committed to earning, at each of its campuses, an average PMF score equal to or exceeding 50.0% during the review period.<sup>9</sup> As the chart above reports, all but one of Center City PCS's campuses met their charter goals. Center City PCS – Trinidad did not meet its goals, earning an average PMF score of 42.4% during the review period. Consequently, Center City PCS did not meet its charter goals outright.

Center City PCS's charter agreement includes a COVID-19 Impact Provision that states the DC PCSB Board can determine the school met its charter goals if the school earned "an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period and a PMF score of at least 40.0% in the most recent available year of results."<sup>10</sup> As noted above, Center City PCS – Trinidad earned an average PMF score of 42.4% and earned a 43.1% PMF score in SY 2018 – 19, thus making Center City PCS eligible for this provision.

Per Center City PCS's charter agreement, if the Board determines Center City PCS met its charter goals using the COVID-19 Impact Provision, Center City PCS shall be subject to the following conditions:

- The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:
  - Areas of improvement identified by the available data in the charter review report and the specific strategies the school will use to improve student outcomes in those areas.
  - A description of how the school will measure its academic progress toward meeting its goals noted in the review report.
- The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.

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<sup>6</sup> Beginning in SY 2023 – 24, Center City PCS – Trinidad will be named "Center City PCS – NoMa." For details, see Center City PCS's Campus Name Change Amendment Proposal, Appendix C.

<sup>7</sup> See Center City PCS's Charter Renewal Application, Appendix D.

<sup>8</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

<sup>9</sup> See Center City PCS's 2022 COVID-19 Impact Provision Amendment, Appendix A6, p. 2.

<sup>10</sup> *Ibid.*, pp. 3 – 4.

- DC PCSB will consider the school's progress as reported in its annual reports at its next charter review.

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> 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. For schools deemed to have not met their goals or schools eligible for the COVID-19 Impact Provision, this data may be used to identify targeted areas for improvement in developing conditions.<sup>12</sup>

Center City PCS's SY 2021 – 22 transitional goals data included the following outcomes: growth on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment,<sup>13</sup> Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). As reported in Section One of this report, some Center City PCS campuses' kindergarten (K) – 2 NWEA MAP growth outcomes were below the median.<sup>14</sup> Further, across all campuses and grade levels, Center City PCS's math proficiency outcomes on PARCC were significantly lower than its English Language Arts (ELA) performance on the same assessment.

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 material violation of law or of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB recommended the Board apply the COVID-19 Impact Provision to determine Center City PCS met its charter goals. The Board voted 6 – 0 to approve the school's charter renewal application and renew Center City PCS's charter for another 15-year term, on the following conditions:

- By March 1, 2023, Center City PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, focusing on growth among K – 2 students and math outcomes for all students,

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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> *Ibid.*, p. 6.

<sup>13</sup> For more information on the NWEA MAP assessment please see: <https://bit.ly/3VZHdFt>.

<sup>14</sup> The median, 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.



and b) a description of how the school will measure its academic progress toward meeting its goals.<sup>15</sup>

- By April 3, 2023, Center City PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.<sup>16</sup>
- Center City PCS must report on its progress implementing the plan in its annual report every year leading up to its 20-year review, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes, particularly among K – 2 students and in math. DC PCSB will consider the school's progress as reported in its annual reports at its 20-year charter review.

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>15</sup> In other words, the school shall describe its progress in meeting the goals and strategies outlined in its improvement plan.

<sup>16</sup> DC PCSB will evaluate the school's plan to determine whether it clearly articulates strategies that address the areas of deficiency. It will also evaluate whether the school has articulated how it will measure progress.

## SCHOOL BACKGROUND

<b>Center City PCS</b>			
<b>Year Opened</b>	2008 – 09	<b>Ward(s)</b>	4, 5, 6, and 8
<b>Number of Campuses</b>	6	<b>Year(s) of Previous Review</b>	2013 – 14, 2017 – 18
<b>Current Enrollment Ceiling</b>	1,556	<b>Current Enrollment</b>	1,408 <sup>17</sup>
<b>Current Grade Span by Campus</b>			
Center City PCS – Brightwood	Center City PCS – Capitol Hill	Center City PCS – Congress Heights	
Pre-kindergarten 3 (PK3) – 8	PK3 – 8	PK3 – 8	
Center City PCS – Petworth	Center City PCS – Shaw	Center City PCS – Trinidad	
PK3 – 8	Pre-kindergarten 4 (PK4) – 8	PK4 – 8	
<b>Mission Statement</b>			
Center City Public Charter Schools empowers students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, DC.			

### **School Overview**

Center City PCS began operation in 2008 under authorization from DC PCSB to initially serve students in grades PK4 – 8 across seven campuses. Due to low enrollment, the local education agency (LEA)<sup>18</sup> voluntarily closed its Center City PCS – Brentwood campus in SY 2008 – 09.<sup>19</sup> In May 2015, DC PCSB approved the school's charter agreement amendment request to enroll PK3 students at some of its campuses.<sup>20</sup> The LEA served its first PK3 class in SY 2016 – 17.<sup>21</sup>

Center City PCS aims to provide students with a rigorous, socially relevant curriculum and opportunities for service learning.<sup>22</sup> In service of its mission, Center City PCS seeks to: “foster a community of lifelong learners, graduate students who are ready to go to and through

<sup>17</sup> This enrollment data is based on preliminary, unvalidated data as of October 5, 2022.

<sup>18</sup> An “LEA” is any individual or group of public charter schools operating under a single charter.

<sup>19</sup> See Center City PCS’s Five-Year Review, Appendix E, p. 2.

<sup>20</sup> See Center City PCS Mission, Goals, and Expansion Amendment, Appendix A3, p. 20.

<sup>21</sup> In SY 2016 – 17, three of the school’s campuses—Center City PCS – Brightwood, Center City PCS – Congress Heights, and Center City PCS – Petworth—expanded to educate PK3 students. Center City PCS – Capitol Hill expanded to serve PK3 students in SY 2017 – 18.

<sup>22</sup> See Center City PCS SY 2020 – 21 Annual Report, Appendix F, p. 1.

college, and prepare alumni to serve and lead in the 21<sup>st</sup> century.”<sup>23</sup> In addition to core academic learning, Center City PCS aims to provide students multiple opportunities to showcase their talents and skills “in school and district level performances.”<sup>24</sup>

In December 2018, the Office of the State Superintendent of Education (OSSE) identified Center City PCS – Trinidad as a Targeted Support and Improvement School, Type 1 (TSI).<sup>25</sup> The campus received TSI designation because its African American students performed at or below the lowest-performing schools in DC, per OSSE’s School Transparency and Reporting (STAR) Framework.<sup>26</sup> As a TSI designee, OSSE required Center City PCS – Trinidad to develop a targeted support and improvement plan.<sup>27</sup> The campus fulfilled this requirement in August 2019.<sup>28</sup> Notably, Center City PCS – Trinidad’s African American students’ STAR Framework performance improved significantly, going from 14.0% in SY 2017 – 18 to 40.0% in SY 2018 – 19.<sup>29</sup> The campus may exit TSI designation status if its African American students outperform the lowest performing DC schools under the STAR Framework.

**Enrollment and Demographic Data**<sup>30</sup>

Center City PCS enrolls students from every ward in the District, though most of its students come from Wards 7 and 8.<sup>31</sup> The tables below show the LEA's enrollment history by grade band, followed by student demographic data.<sup>32</sup>

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
<b>Audited Enrollment</b> <sup>33</sup>	1,469	1,457	1,475	1,450	1,346
<b>Enrollment Projections</b> <sup>34</sup>	1,278	1,460	1,457	1,470	1,450
<b>Enrollment Ceiling</b> <sup>35</sup>	1,556	1,556	1,556	1,556	1,556

<sup>23</sup> Ibid., p. 2.

<sup>24</sup> Ibid., p. 3.

<sup>25</sup> OSSE’s designation system is codified in its Every Student Succeeds Act (ESSA) State Plan as well as its STAR Framework. See OSSE’s ESSA State Plan here: <https://bit.ly/3liBIAM>.

<sup>26</sup> The “lowest performing DC schools” refers to the schools whose STAR performance is in the bottom five percent of all STAR-rated schools.

<sup>27</sup> See OSSE’s School Support Requirements here: <https://bit.ly/3uWJ03N>.

<sup>28</sup> See Center City PCS’s School Improvement Plan here: <https://bit.ly/3TMOzhQ>.

<sup>29</sup>The STAR Framework separately measures performance for each student group on every metric and adds together the metric points earned to calculate the student group score. See Center City PCS – Trinidad’s DC Report Card and STAR Scores here: <https://bit.ly/48CnySe>.

<sup>30</sup> See Center City PCS’s historical enrollment and SY 2021 – 22 demographic data per campus, Appendix G.

<sup>31</sup> Ibid.

<sup>32</sup> The “–” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

<sup>33</sup> OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

<sup>34</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>35</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											
Grade	PK3	PK4	K	1	2	3	4	5	6	7	8
Center City PCS – Brightwood	18	22	24	24	25	26	26	25	23	21	25
Center City PCS – Capitol Hill	15	22	18	18	23	17	23	26	23	25	28
Center City PCS – Congress Heights	18	24	21	23	23	23	23	22	23	21	19
Center City PCS – Petworth	20	20	25	23	13	26	25	21	22	26	24
Center City PCS – Shaw	-	17	23	16	18	25	23	17	24	24	27
Center City PCS – Trinidad	-	15	21	17	16	15	16	24	21	26	23

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

Student Group	Percentage Enrolled
<b>At-Risk Students</b> <sup>36</sup>	48.5%
<b>English Learners</b> <sup>37</sup>	25.9%
<b>Students with Disabilities (SWD)</b> <sup>38</sup>	12.3%
<b>American Indian or Alaska Native</b>	0.1%
<b>Asian</b>	0.4%
<b>Black or African American</b>	71.6%
<b>Hispanic/Latino</b>	23.6%
<b>Multiracial</b>	3.5%
<b>Native Hawaiian or Other Pacific Islander</b>	-
<b>White</b>	0.7%

### **School Climate**

The charts below report Center City PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-

<sup>36</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>37</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>38</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.

seat attendance (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 renewal determination. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.<sup>39</sup>

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 Center City PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.<sup>40</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>41</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
Center City PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.2%
Center City PCS	K – 5	4.0%	0.3%	7.8%
Sector		7.3%	1.5%	11.0%
Center City PCS	6 – 8	10.5%	7.0%	11.6%
Sector		17.1%	8.7%	21.5%

<sup>39</sup> The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, or 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, all rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS, MYW, and ISA data after March 2020 in response to the pandemic.

<sup>40</sup> For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Center City PCS, is too small to report.

<sup>41</sup> DC PCSB does not report values when the n-size is less than 10.

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Center City PCS	K – 5	2.3%	0.5%	2.0%
Sector		3.5%	0.4%	5.2%
Center City PCS	6 – 8	4.4%	5.1%	4.6%
Sector		10.4%	4.6%	13.2%

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Center City PCS	K – 5	0.2%	0.0%	0.0%
Sector		2.4%	0.4%	4.0%
Center City PCS	6 – 8	0.0%	0.0%	1.4%
Sector		10.0%	3.9%	9.9%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Center City 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
Center City PCS	PK3 – PK4	8.2%	0.0%	0.0%
Sector		5.8%	4.2%	4.0%
Center City PCS	K – 5	4.3%	2.1%	5.1%
Sector		4.6%	2.2%	4.0%
Center City PCS	6 – 8	3.6%	3.5%	6.5%
Sector		5.5%	4.4%	5.5%

SY 2019 – 20 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	6.7%	1.8%	0.0%
Sector		3.7%	4.7%	2.9%
Center City PCS	K – 5	3.1%	1.0%	1.0%
Sector		2.9%	2.3%	3.1%
Center City PCS	6 – 8	3.9%	2.6%	3.1%
Sector		3.3%	1.4%	3.7%

SY 2020 – 21 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	13.4%	2.0%	12.5%
Sector		3.6%	3.7%	3.2%
Center City PCS	K – 5	3.0%	1.6%	4.0%
Sector		1.6%	1.4%	1.4%
Center City PCS	6 – 8	2.5%	1.8%	3.1%
Sector		1.2%	1.0%	0.9%

SY 2021 – 22 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	8.8%	4.3%	0.0%
Sector		6.9%	4.6%	4.1%
Center City PCS	K – 5	5.5%	2.5%	3.3%
Sector		5.0%	2.9%	3.9%
Center City PCS	6 – 8	6.9%	4.3%	6.9%
Center City PCS		4.4%	3.0%	3.7%

### ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Center City 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
Center City PCS	PK3 – PK4	90.6%	96.1%	93.6%
Sector		87.9%	91.8%	90.4%
Center City PCS	K – 5	93.1%	96.2%	93.1%
Sector		91.4%	94.9%	91.9%
Center City PCS	6 – 8	92.8%	95.7%	93.1%
Sector		91.9%	94.6%	92.0%

SY 2019 – 20 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	90.0%	95.8%	93.4%
Sector		88.6%	91.5%	90.3%
Center City PCS	K – 5	93.0%	96.6%	93.7%
Sector		92.3%	94.9%	92.9%
Center City PCS	6 – 8	93.6%	95.9%	93.6%
Sector		92.5%	94.4%	91.9%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	78.0%	92.5%	80.0%
Sector		72.0%	85.1%	79.1%
Center City PCS	K – 5	89.3%	95.8%	90.3%
Sector		85.7%	92.8%	87.8%
Center City PCS	6 – 8	92.9%	92.3%	90.4%
Sector		89.6%	93.5%	90.1%



SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Center City PCS	PK3 – PK4	83.7%	91.7%	87.8%
Sector		77.5%	85.6%	81.7%
Center City PCS	K – 5	85.5%	94.2%	85.8%
Sector		81.9%	90.6%	84.8%
Center City PCS	6 – 8	87.2%	91.8%	87.2%
Sector		82.8%	89.8%	84.2%

### **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>42</sup> During SY 2021 – 22, in anticipation of this review, DC PCSB conducted QSR visits at Center City PCS campuses.<sup>43</sup> In the classroom environment domain, across all campuses, observers noted interactions between students and teachers and among students reflected genuine warmth and care. Most teachers asked questions about students’ lives outside of school. Routines and procedures functioned smoothly, and in some instances, students independently led classroom routines. Across most campuses, student behavior was entirely appropriate. In the instruction domain, observers noted that most teachers stated clearly what students would be learning and, when appropriate, modeled specific directions for students to follow. Across classrooms, students were intellectually engaged with learning tasks and most expended good effort to complete assignments. Across most campuses, teachers used open-ended questions inviting students to think and offer multiple possible answers. Conversely, at Center City PCS – Shaw, observers noted teachers’ questions often led down a single path of inquiry.

After conducting unannounced observations,<sup>44</sup> the QSR team rates the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Center City 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.

<sup>42</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

<sup>43</sup> See Center City PCS QSR Report, Appendix H1 – H6.

<sup>44</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		
Center City PCS – Brightwood	94.0%	84.0%
Center City PCS – Capitol Hill	90.0%	84.0%
Center City PCS – Congress Heights	100%	83.0%
Center City PCS – Petworth	82.0%	79.0%
Center City PCS – Shaw	90.0%	60.0%
Center City PCS – Trinidad	89.0%	83.0%
Average score for PK – 8 public charter schools	89.0%	80.0%

The following Center City PCS campuses scored above average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22: Center City PCS – Brightwood, Center City PCS – Capitol Hill, Center City PCS – Congress Heights, and Center City PCS – Shaw scored above average in the classroom environment domain, but below average in the instruction domain. Center City PCS – Trinidad scored on average in the classroom environment domain and above average in the instruction domain. Center City PCS – Petworth scored below average in both domains.

In addition to conducting classroom observations, DC PCSB and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments Center City 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>45</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>46</sup>

Of the 30 ELA samples Center City PCS submitted, 24 assignments received an overall rating of “sufficient.” These assignments reached the full depth of the targeted grade-level standards and were based on a high-quality, grade-appropriate text. Three assignments received an overall rating of “minimal.” These assignments reached the depth of the targeted grade-level standards, but they did not connect academic content to real-world experiences. Three assignments received an overall rating of “no opportunity.” These assignments were based on a grade-appropriate text, but they did not reach the depth of the targeted grade-level standards.

<sup>45</sup> See the protocol here: <https://bit.ly/3PFYKXH>.

<sup>46</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.”

Of the 30 math samples Center City PCS submitted, 22 assignments received an overall rating of “sufficient.” These assignments reached the depth of the targeted grade-level standards and allowed students to connect academic content to real-world experiences. Five assignments received an overall rating of “minimal.” These assignments reached the depth of the targeted grade-level standards, but they did not require students to connect academic content to real-world experiences. Three assignments received an overall rating of “no opportunity.” These assignments were only partially aligned to grade-level standards and did not connect academic content to real-world experiences.

### **Previous Charter Reviews**

#### **Five-Year Review**

In SY 2012 – 13, DC PCSB conducted a five-year review of Center City PCS and found the school met the standard for charter continuance.<sup>47</sup> Out of its 13 goals, DC PCSB determined Center City PCS fully met five goals and partially met two. The school failed to meet its reading, math, and science proficiency goals. DC PCSB could not render a determination for the remaining two charter goals due to insufficient evidence. However, the report noted the school’s “upward trends in mathematics and science proficiency since [SY] 2008 – 09, as well as that its reading and mathematics median growth percentiles were over 50% in [SY] 2011 – 12.”<sup>48</sup> In July 2014, DC PCSB voted to continue the school's charter.

#### **10-Year Review**

In SY 2017 – 18,<sup>49</sup> DC PCSB conducted a 10-year review of Center City PCS and found the school met the standard for charter continence. Ahead of its 10-year review, the LEA adopted the PMF as its goals, agreeing to achieve an average PMF score equal to or exceeding 45.0%. While five campuses met this goal, Center City PCS – Trinidad did not. However, Center City PCS – Trinidad met the requirements stipulated in the Improvement Provision in the school's charter agreement. Specifically, the campus showed consistent PMF improvement during the review period. In December 2017, DC PCSB voted to continue the school's charter.

### **Communication with the School**

In October 2020,<sup>50</sup> DC PCSB Board members and staff met with Center City PCS board members and staff to discuss Center City PCS – Trinidad's goal attainment ahead of the LEA's 15-year renewal. During the meeting, DC PCSB informed the school that Center City PCS – Trinidad was not on track to meet its charter goals. At the time, DC PCSB had yet to

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<sup>47</sup> See Center City PCS's Five-Year Review Report, Appendix E.

<sup>48</sup> Ibid., p. 3.

<sup>49</sup> See Center City PCS's 10-Year Review Report, Appendix I.

<sup>50</sup> See DC PCSB'S December 2020 follow-up Letter to Center City PCS, Appendix J.

determine that it would not produce the SY 2021 – 22 PMF.<sup>51</sup> As such, DC PCSB informed the school that Center City PCS – Trinidad would need to earn, at a minimum, a PMF score greater than 43.1% for SY 2021 – 22 to be eligible for the Improvement Provision in the charter agreement.

During the October 2020 meeting, the school summarized data-driven strategies it designed to improve educational quality at Center City PCS – Trinidad. The school informed DC PCSB that, according to OSSE's SY 2018 – 19 STAR Framework, Center City PCS – Trinidad's African American students were achieving academic gains.<sup>52</sup> DC PCSB encouraged the school to maintain student-level educational data to detail growth and improvement. DC PCSB also informed the school of its option to adopt the revised *PMF as Goals Policy*, which would expand the school's opportunities to demonstrate goal attainment ahead of its 15-year renewal.

In June 2022, DC PCSB staff met with Center City PCS staff to discuss the school's 15-year renewal. 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>51</sup> In September 2021, DC PCSB announced its plans to develop a revised accountability framework and consequently did not produce the SY 2021 – 22 PMF.

<sup>52</sup> Center City PCS – Trinidad's African American students earned a 31.52% on the STAR Student Group Metric in SY 2018 – 19. See Center City PCS – Trinidad's SY 2018 – 19 STAR Report card, <https://bit.ly/48CnySe>.

## **CHARTER RENEWAL STANDARD**

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

- 1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>53</sup>

Additionally, DC PCSB is required by the SRA to revoke a school's charter if it determines the school 1) has engaged in a pattern of non-adherence to GAAP; 2) has engaged in a pattern of fiscal mismanagement; and/or 3) is no longer economically viable.<sup>54</sup>

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

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<sup>53</sup> D.C. Code § 38-1802.12(c).

<sup>54</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 and must review a school's renewal application every fifteen years to determine if the school failed to meet its charter goals. Charter goals are part of the renewal analysis only if they were included in a school's charter or charter amendment.

In September 2017,<sup>55</sup> Center City PCS adopted the PMF as its charter goals.<sup>56</sup> In doing so, the LEA agreed to the renewal standard and Improvement Provision recorded in the chart below. In January 2022,<sup>57</sup> the LEA amended its charter agreement by adopting the most recent version of the PMF as goals, including the COVID-19 Impact Provision. This chart also reports DC PCSB's determination that five campuses met their charter goals. One campus, Center City PCS – Trinidad, did not meet its charter goals outright. The Board used its discretion and determined that the campus—and by extension, the LEA—met its charter goals through the application of the COVID-19 Impact Provision.

### **Charter Goals**

**Renewal Standard:** The [LEA] as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus [ . . . ] at its 15-year charter renewal obtains an average PMF score for school years 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 equal to or exceeding 50.0%.

**Improvement Provision:** The [LEA] has demonstrated consistent improvement on overall PMF scores during the most recent three years of the review period.<sup>58</sup> In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

**Demonstrated Promise Provision:** At charter renewal, the school has earned a PMF score equal to or exceeding 50 in the most recent year of the PMF (the last year of the review period); OR the school's rating on OSSE's School Transparency and Report (STAR) framework for the most recent year is a 3 or above.

**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>55</sup> See Center City PCS's 2017 Goals Charter Amendment, Appendix A5.

<sup>56</sup> For details, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/2D2lvqc>.

<sup>57</sup> See Center City PCS's 2022 Goals Charter Amendment, Appendix A6.

Campus	Met?
Center City PCS – Brightwood	Met
Center City PCS – Capitol Hill	Met
Center City PCS – Congress Heights	Met
Center City PCS – Petworth	Met
Center City PCS – Shaw	Met
Center City PCS – Trinidad	This campus <b>did not meet</b> its goals outright; however, the Board determined the campus met its goals through the application of the COVID-19 Impact Provision.

PMF Outcomes				
Campus	2017 – 18	2018 – 19	2019 – 20	Average
Center City PCS – Brightwood	75.9%	82.5%	NA <sup>59</sup>	<b>79.2%</b>
Center City PCS – Capitol Hill	55.1%	47.1%		<b>51.1%</b>
Center City PCS – Congress Heights	62.7%	77.6%		<b>70.2%</b>
Center City PCS – Petworth	67.1%	61.6%		<b>64.4%</b>
Center City PCS – Shaw	63.4%	59.1%		<b>61.3%</b>
Center City PCS – Trinidad	41.6%	43.1%		<b>42.4%</b>

**Determination: Five out of six Center City PCS campuses met their charter goals, exceeding the targeted PMF average of 50.0%. One campus did not meet its goals; therefore, Center City PCS did not meet its goals outright. However, the Board determined the school met its goals through the application of the COVID-19 Impact Provision in the school’s charter.**

The remainder of this section contains a description of the PMF and an analysis of Center City PCS’s performance on each PMF category during the review period, excluding school years 2019 – 20, 2020 – 21, and 2021 – 22 per footnote 59. This section ends with a review of supplemental academic data, separate and apart from the school’s charter goals.

**PMF Overview**

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; each Center City PCS campus is evaluated under the Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF). DC PCSB divides the PMF into

<sup>58</sup> Footnotes in the original text have been omitted.

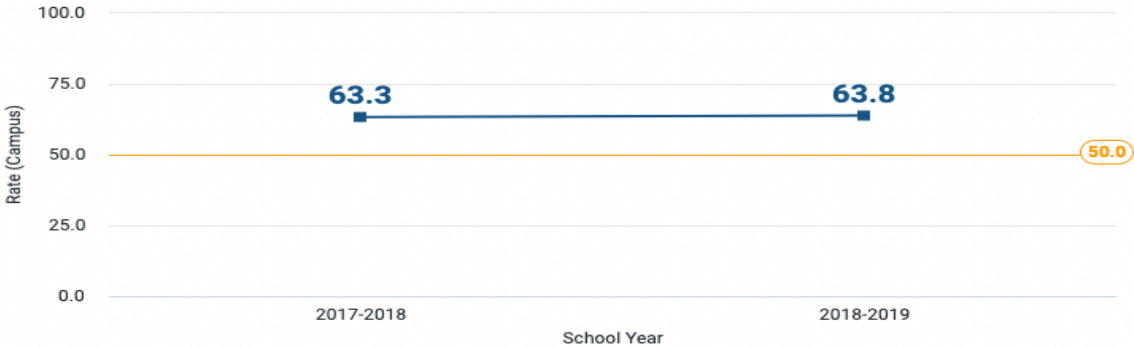
<sup>59</sup> DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 PMF data, it did not produce the PMF in either year. Consequently, DC PCSB assesses schools under review in SY 2022 – 23 using data prior to the COVID-19 pandemic. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

several categories, including student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PK – 8 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 Center City PCS's performance on the PMF categories, including charts detailing the school's performance compared to the sector.<sup>60</sup>

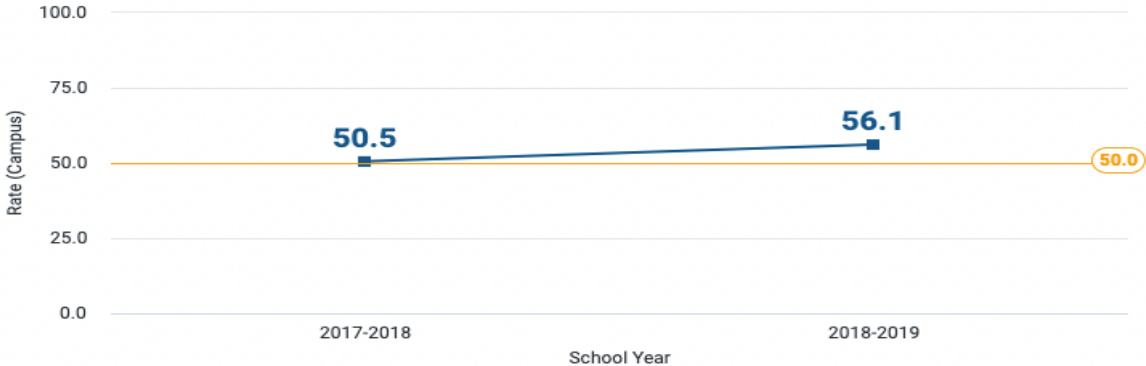
**Student Progress**

Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on PARCC, DC's state assessment, as the growth measure. 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 MGP performance compared to the standard of 50.

Center City PCS – Brightwood’s ELA MGP



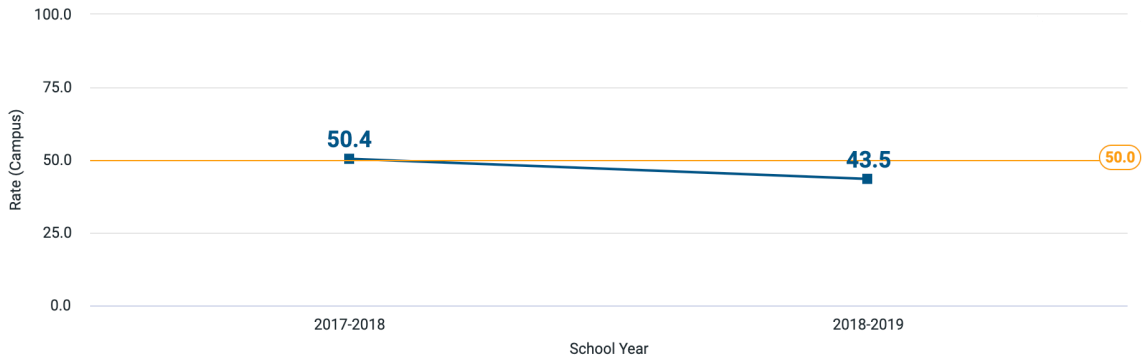
Center City PCS – Brightwood’s Math MGP



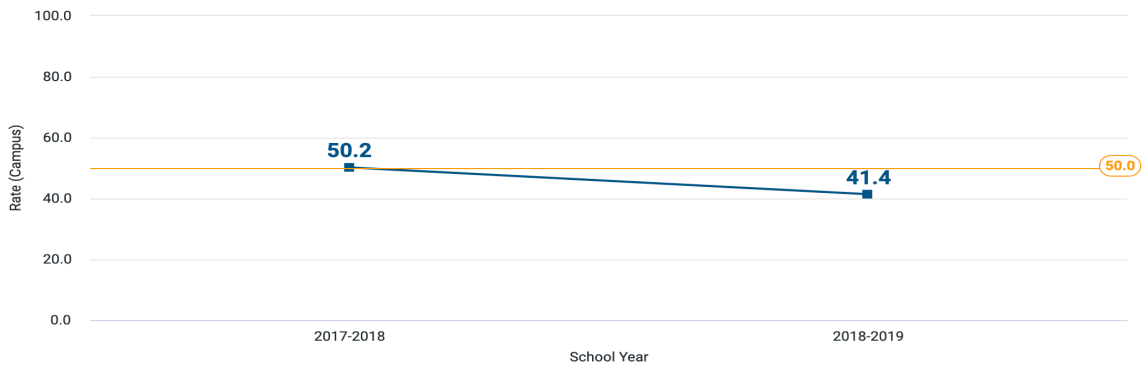
<sup>60</sup> The phrase “compared to the sector” here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.



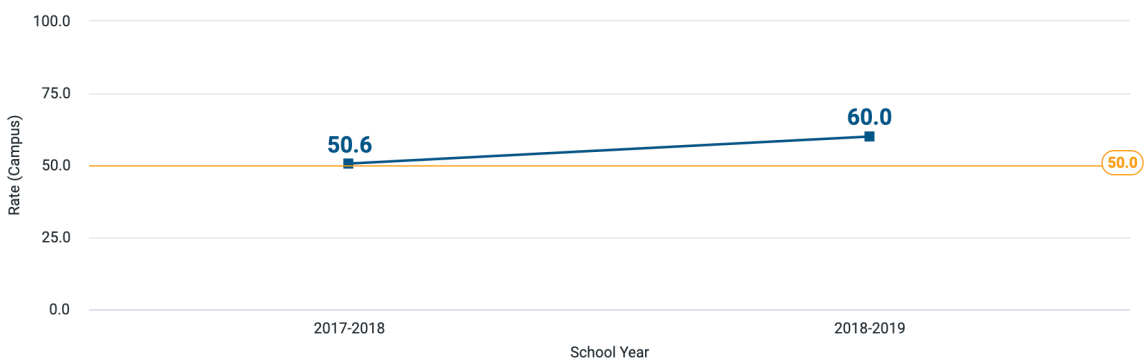
### Center City PCS – Capitol Hill’s ELA MGP



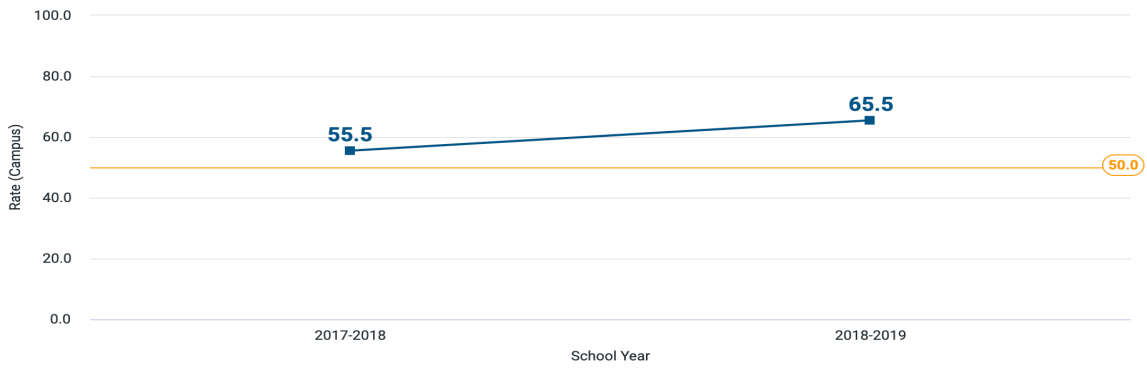
### Center City PCS – Capitol Hill’s Math MGP



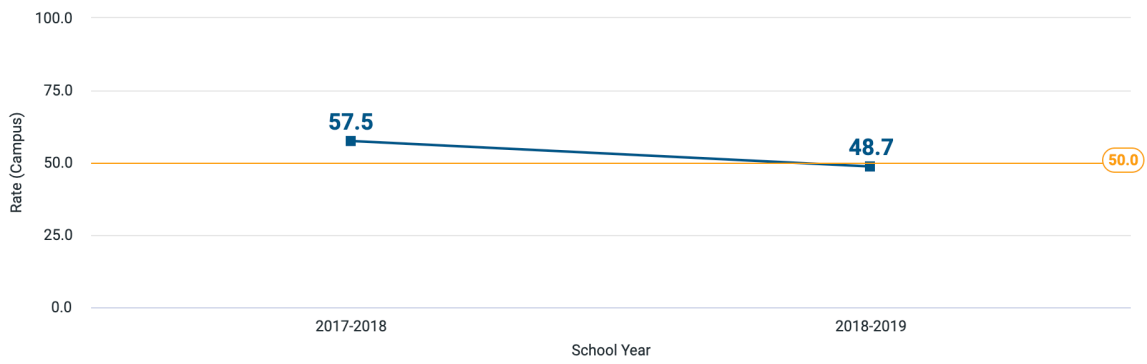
### Center City PCS – Congress Heights’ ELA MGP



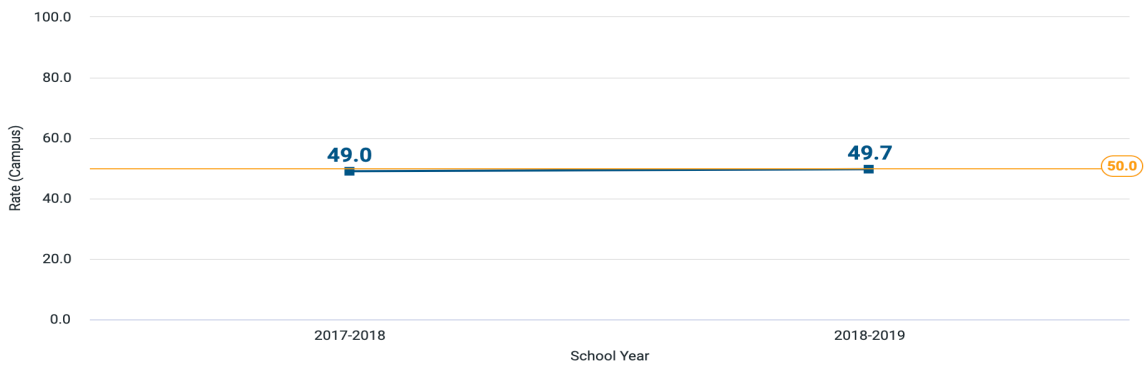
### Center City PCS – Congress Heights' Math MGP



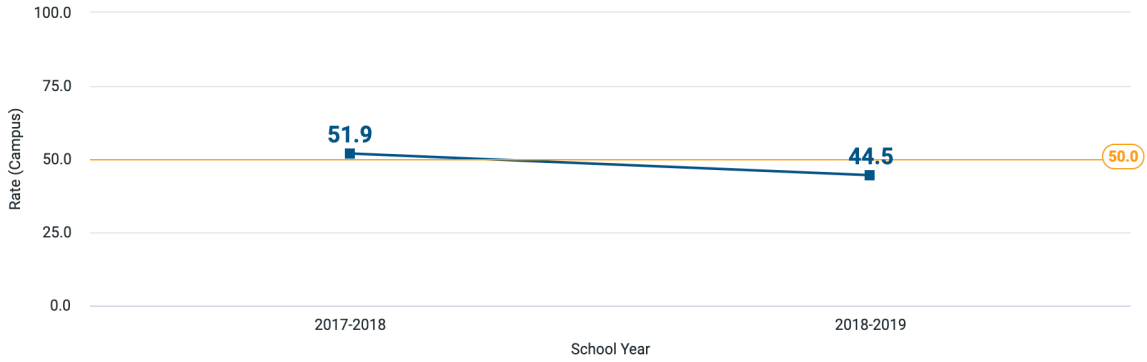
### Center City PCS – Petworth's ELA MGP



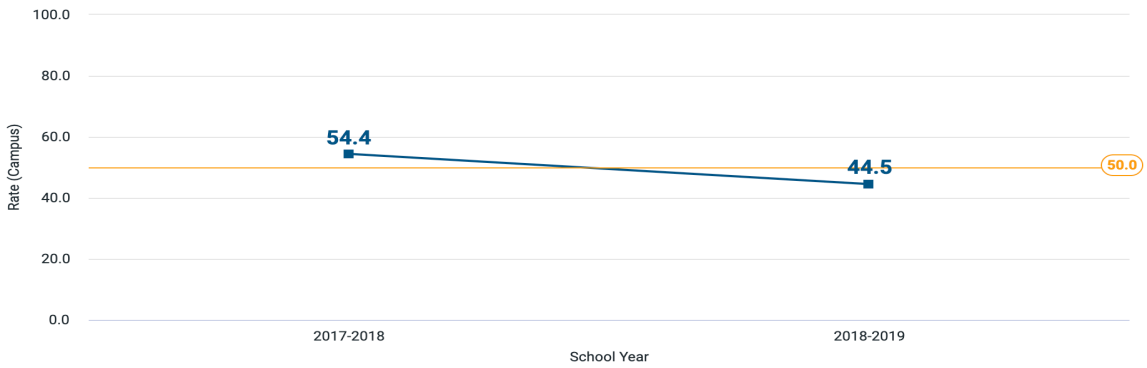
### Center City PCS – Petworth's Math MGP



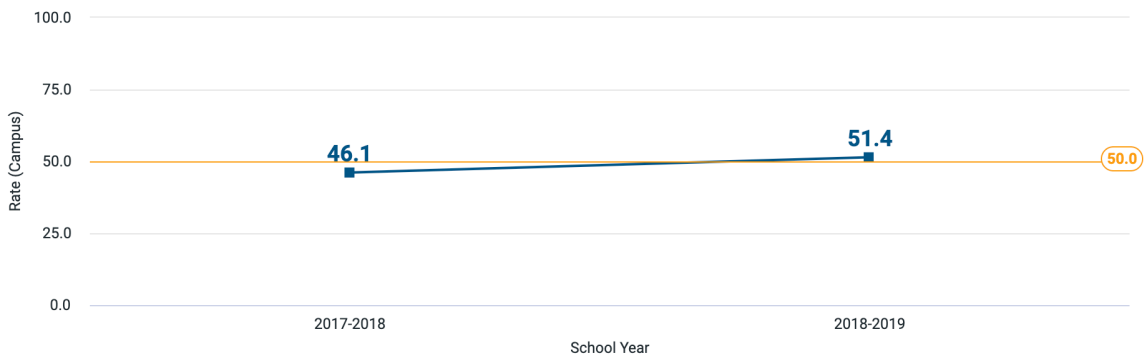
### Center City PCS – Shaw's ELA MGP



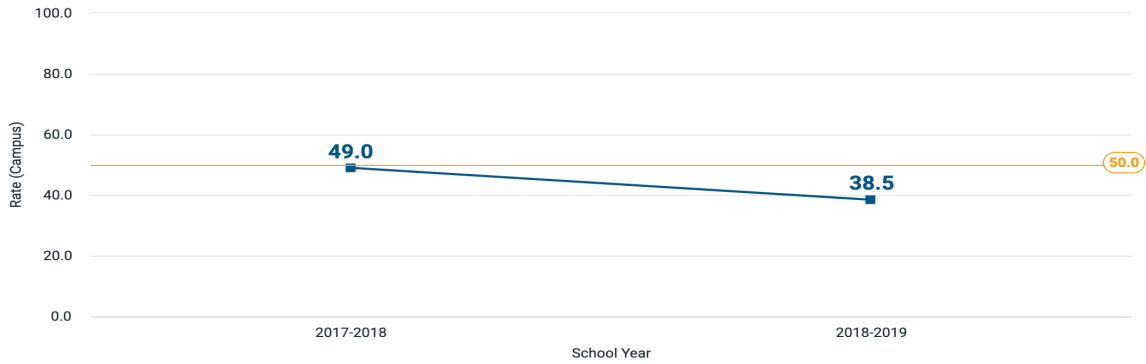
### Center City PCS – Shaw's Math MGP



### Center City PCS – Trinidad's ELA MGP

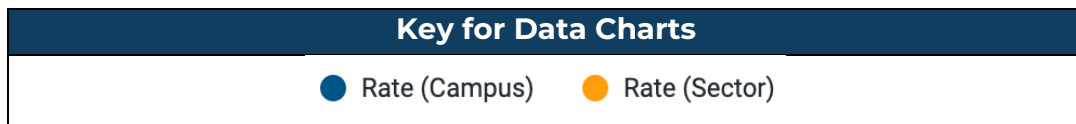


## Center City PCS – Trinidad’s Math MGP

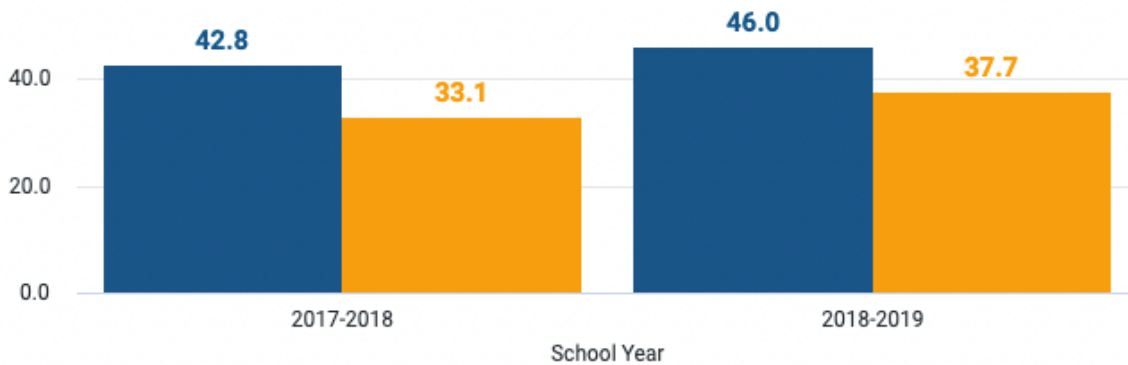


### Student Achievement

The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.<sup>8</sup> This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band. The charts below detail the school's ELA and math achievement performance compared to the sector.

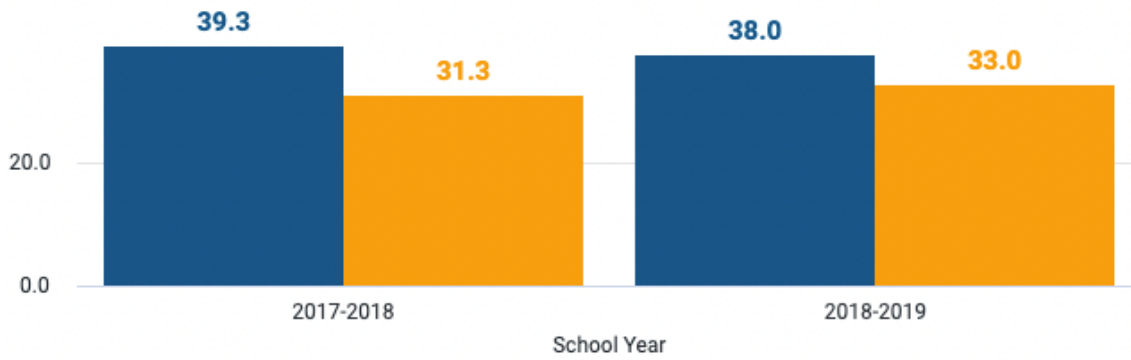


## Center City PCS – Brightwood’s ELA Proficiency (Overall)

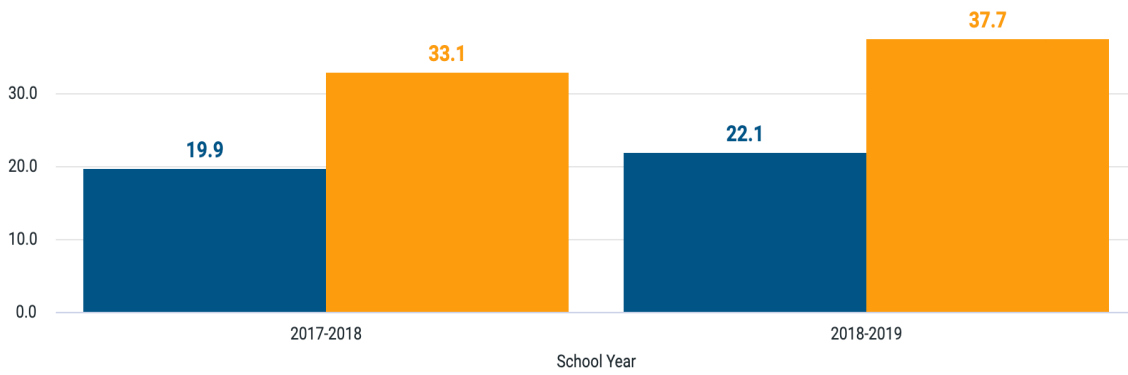


<sup>8</sup> The term “4+” refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

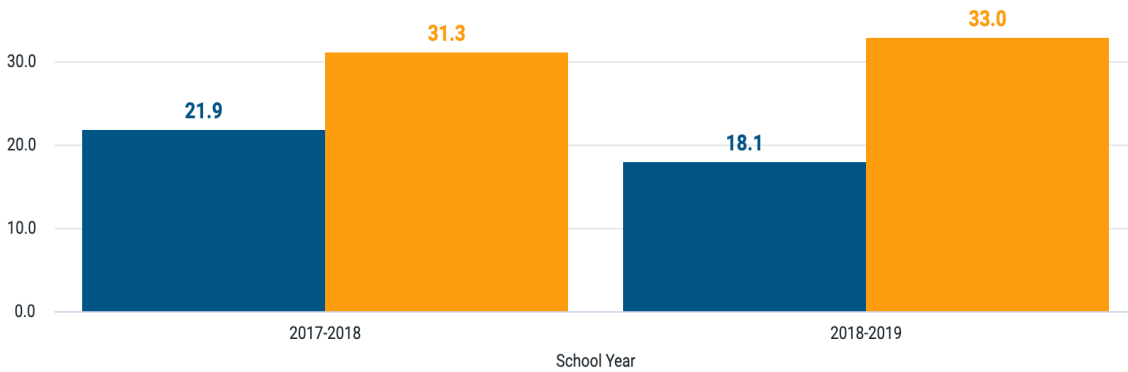
Center City PCS – Brightwood’s Math Proficiency (Overall)



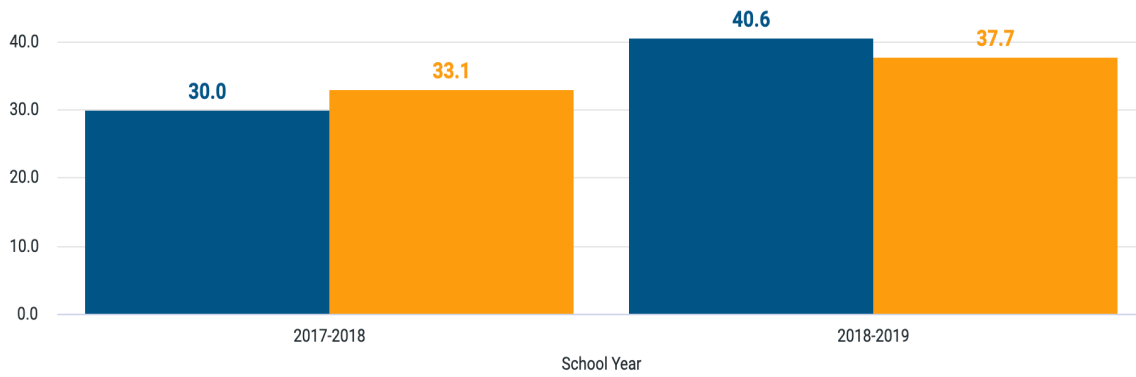
Center City PCS – Capitol Hill’s ELA Proficiency (Overall)



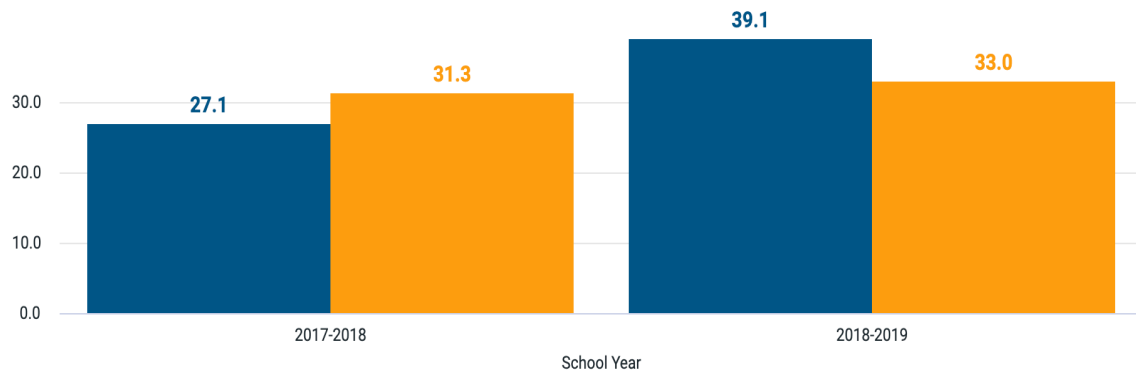
Center City PCS – Capitol Hill’s Math Proficiency (Overall)



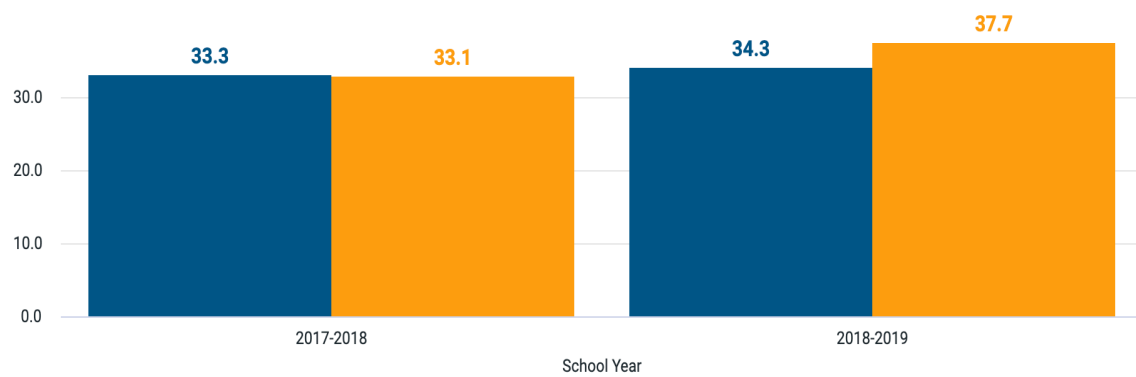
Center City PCS – Congress Heights' ELA Proficiency (Overall)



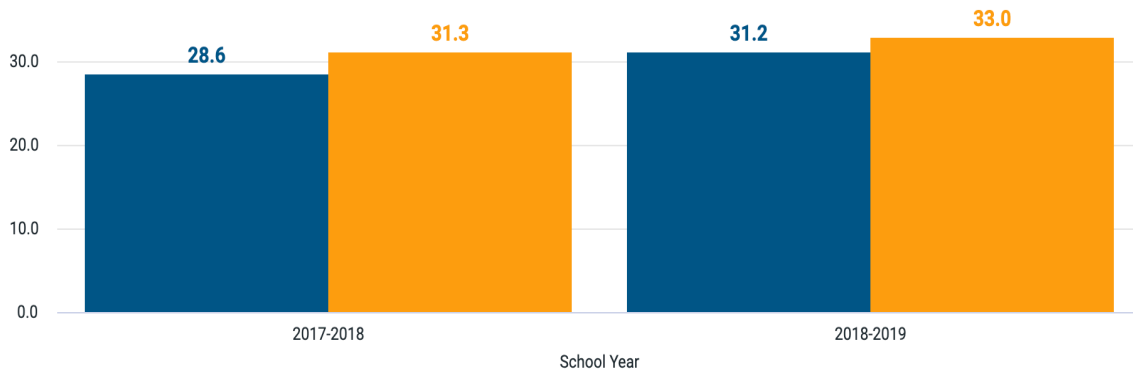
Center City PCS – Congress Heights' Math Proficiency (Overall)



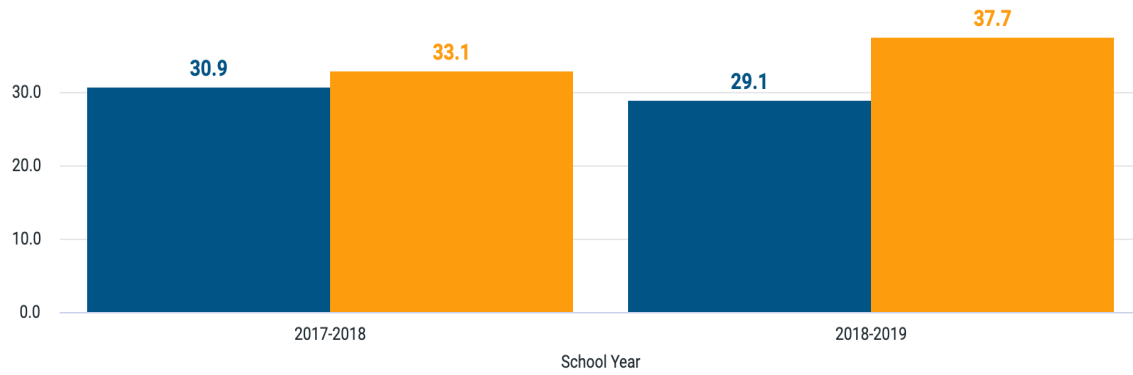
Center City PCS – Petworth's ELA Proficiency (Overall)



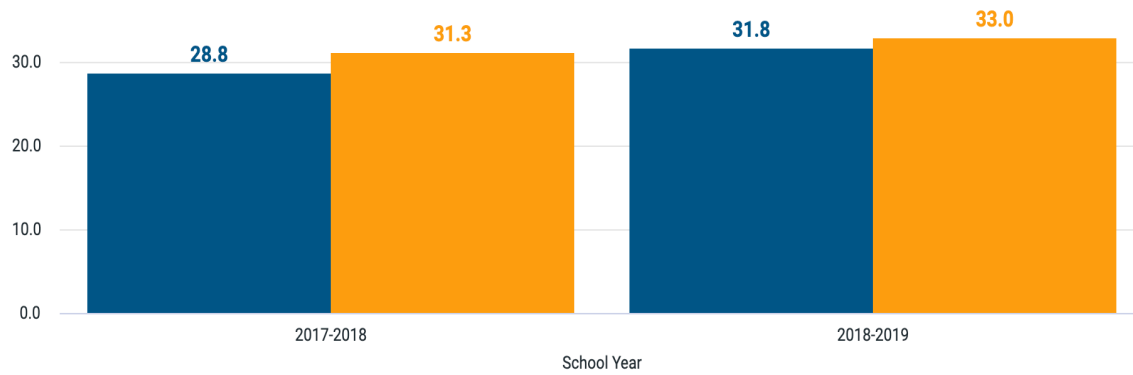
Center City PCS – Petworth’s Math Proficiency (Overall)



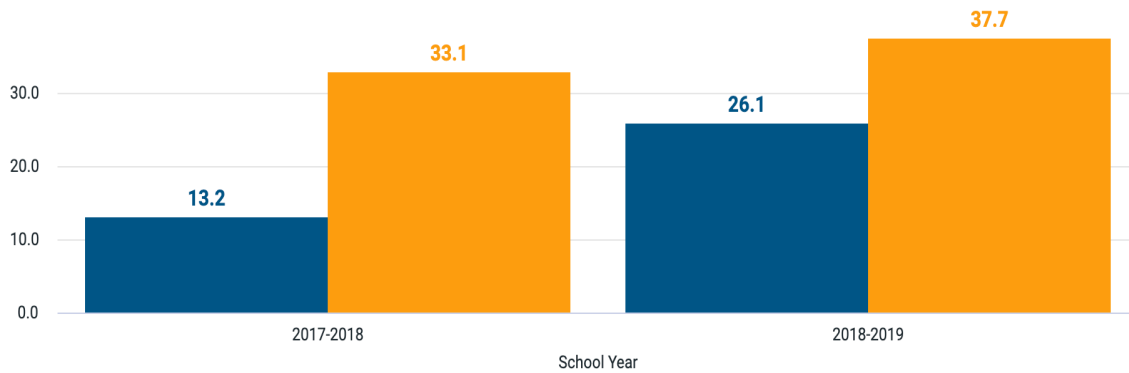
Center City PCS – Shaw’s ELA Proficiency (Overall)



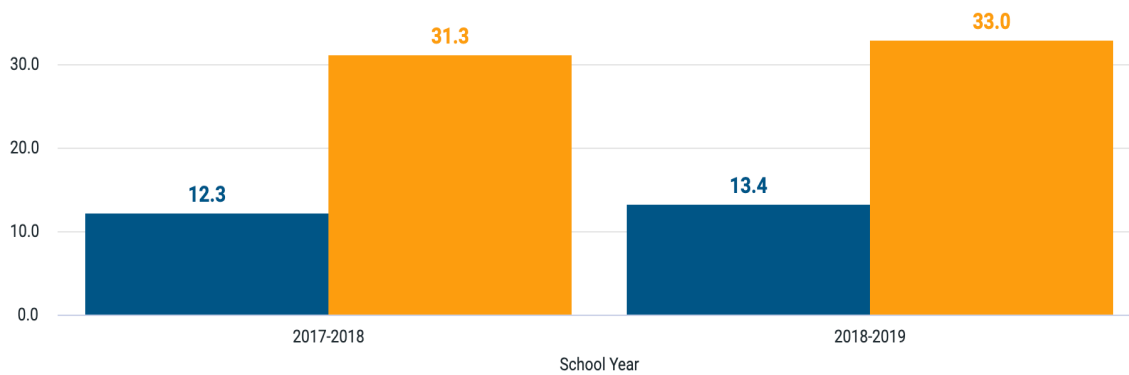
Center City PCS – Shaw’s Math Proficiency (Overall)



Center City PCS – Trinidad's ELA Proficiency (Overall)



Center City PCS – Trinidad's Math Proficiency (Overall)



**Gateway**

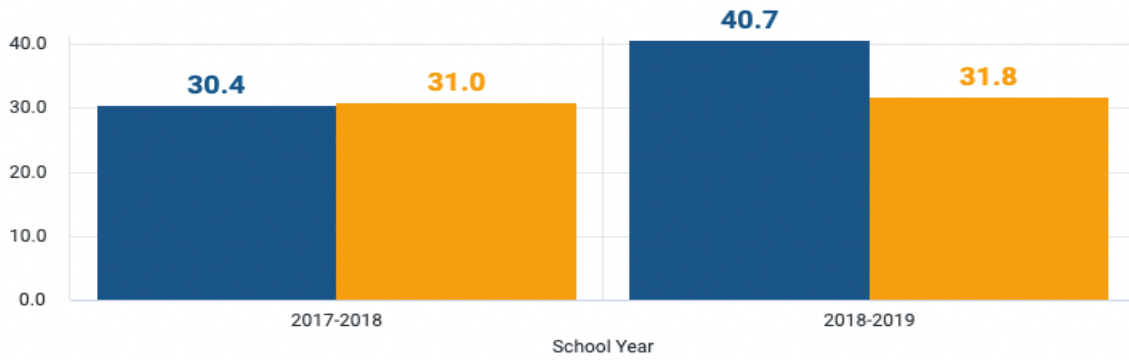
The gateway category includes grade-specific measures that predict students' future academic performance. The PK – 8 PMF gateway measures vary and are described below.

3<sup>rd</sup> Grade ELA

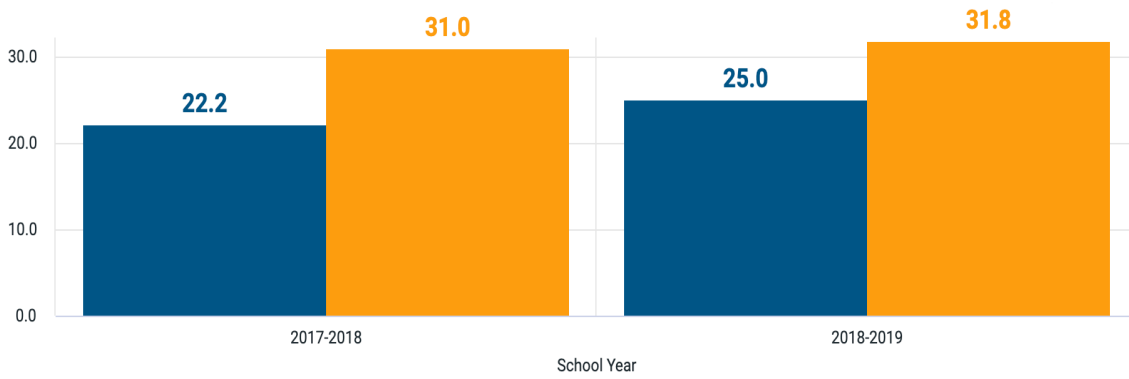
This measure reports the percentage of 3<sup>rd</sup> graders who have attended the LEA for at least two full academic years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA. The chart below reports the school's 3<sup>rd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



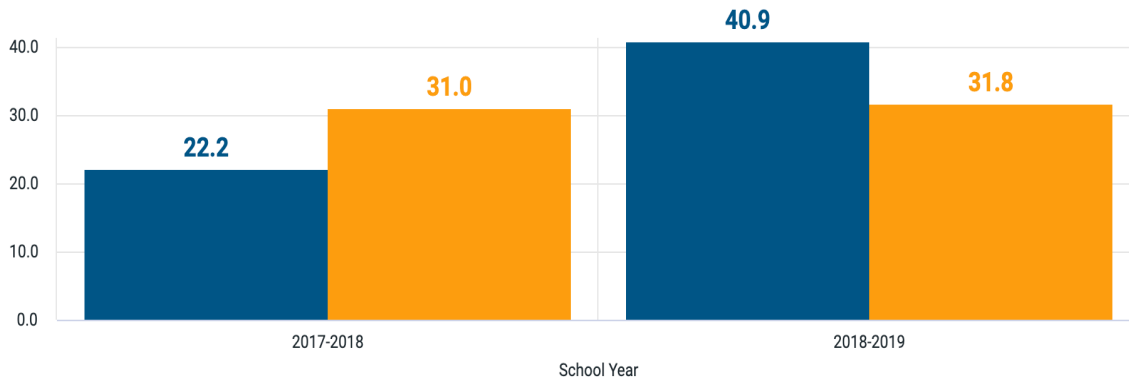
Center City PCS – Brightwood’s 3<sup>rd</sup> Grade ELA



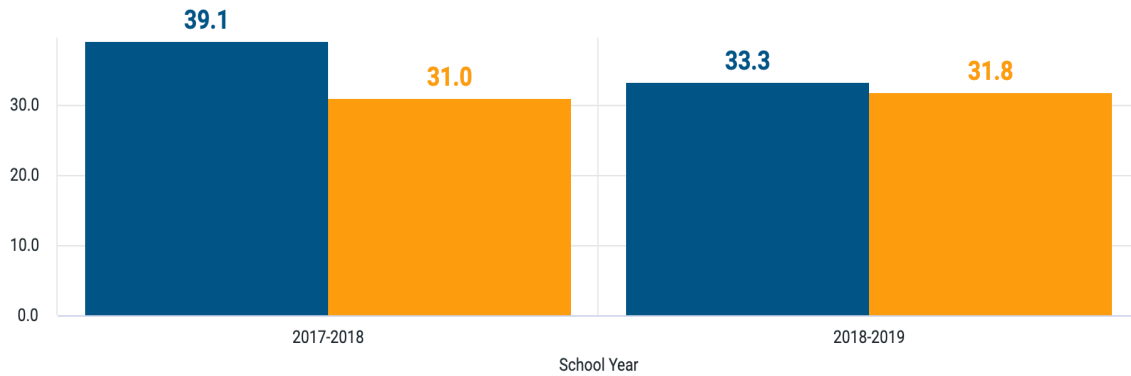
Center City PCS – Capitol Hill’s 3<sup>rd</sup> Grade ELA



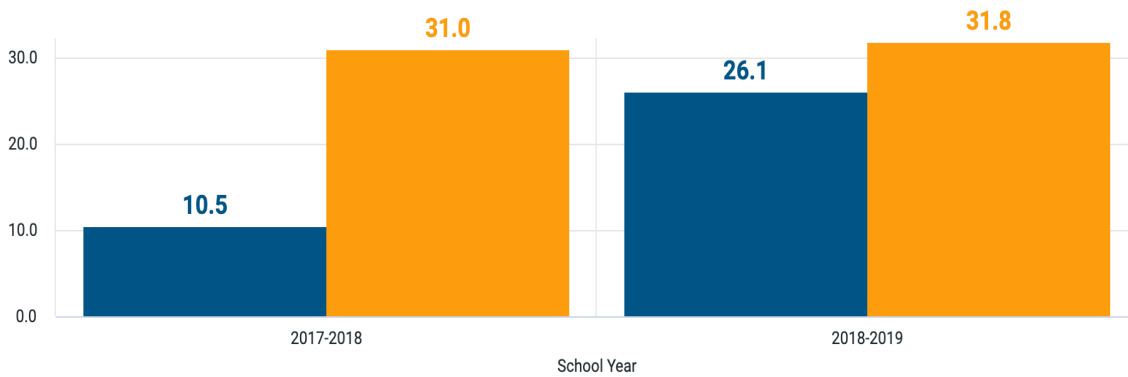
Center City PCS – Congress Heights’ 3<sup>rd</sup> Grade ELA



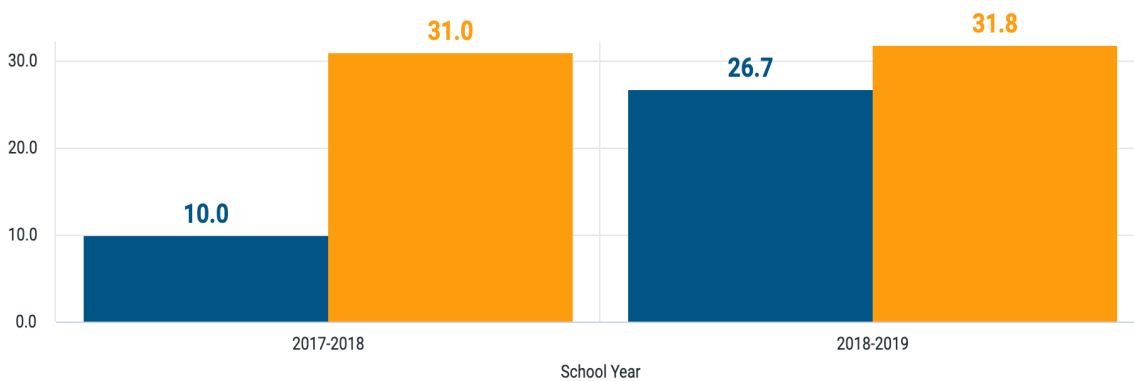
Center City PCS – Petworth’s 3rd Grade ELA



Center City PCS – Shaw’s 3rd Grade ELA



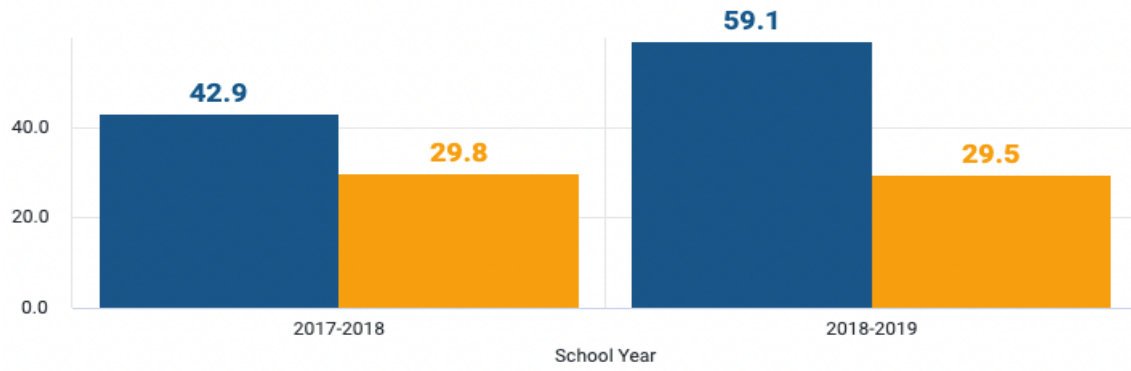
Center City PCS – Trinidad’s 3rd Grade ELA



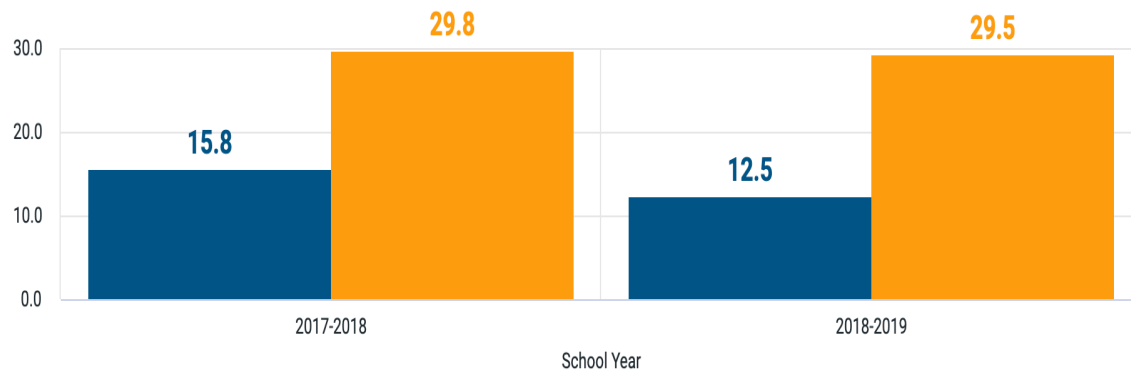
8th Grade Math

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 chart below reports the LEA's 8<sup>th</sup> grade math performance compared to the sector.

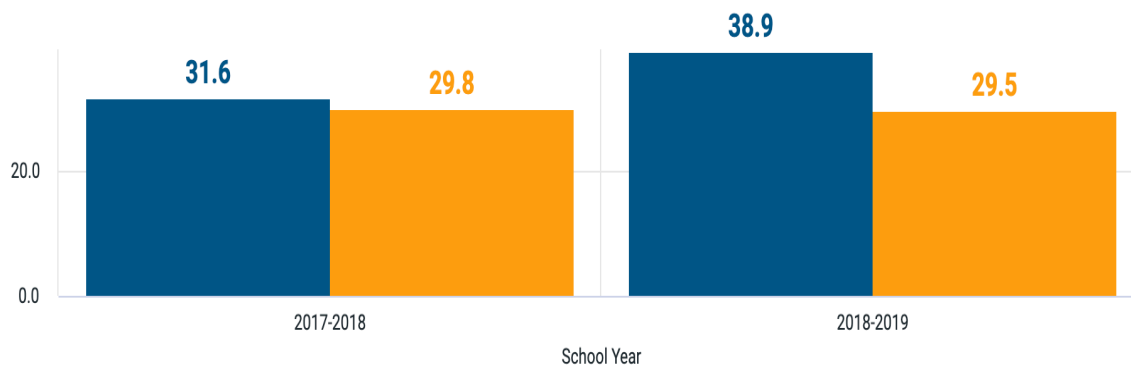
Center City PCS – Brightwood’s 8<sup>th</sup> Grade Math



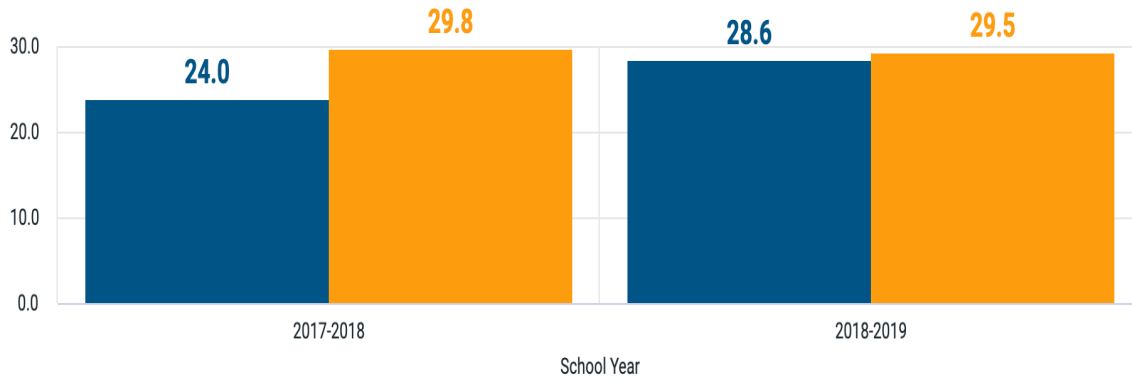
Center City PCS – Capitol Hill’s 8<sup>th</sup> Grade Math



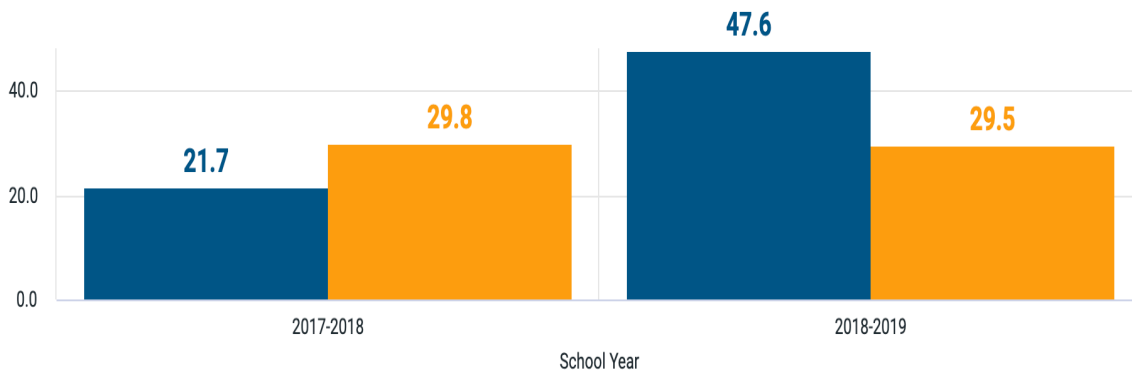
Center City PCS – Congress Heights’ 8<sup>th</sup> Grade Math



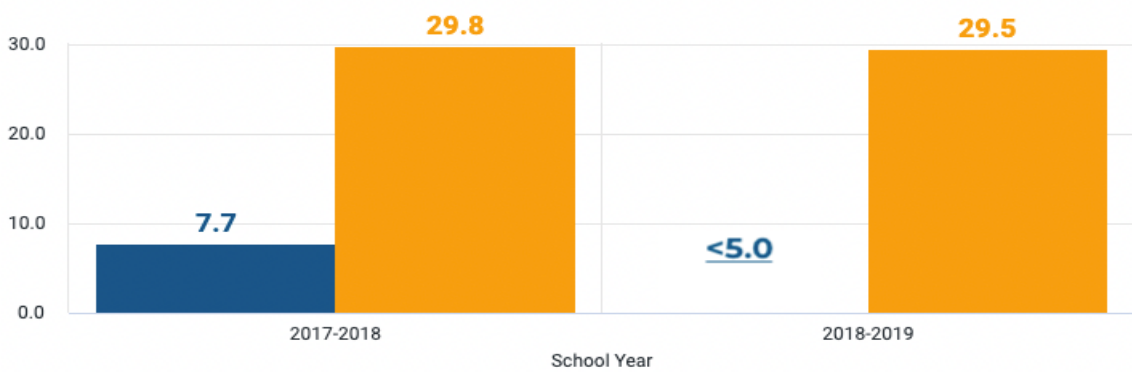
Center City PCS – Petworth’s 8<sup>th</sup> Grade Math



Center City PCS – Shaw’s 8<sup>th</sup> Grade Math



Center City PCS – Trinidad’s 8<sup>th</sup> Grade Math<sup>61</sup>



<sup>61</sup> In cases of sensitive, negative data at rates less than 5.0% or greater than 95.0% the data is suppressed.

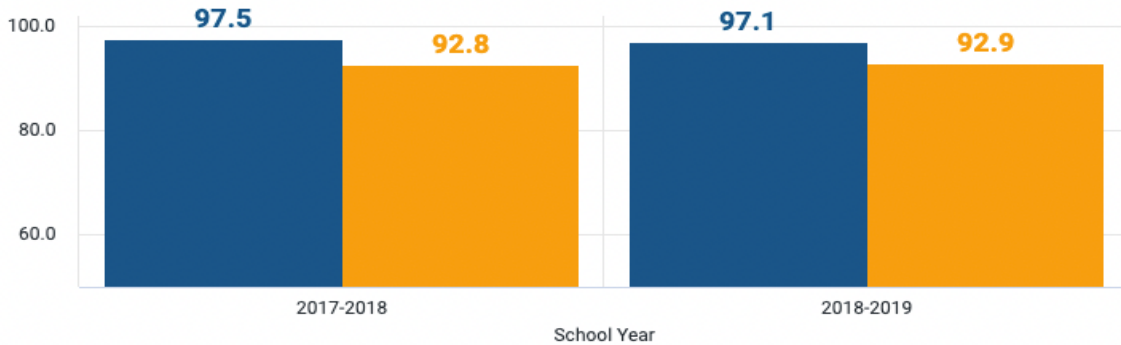
## **School Environment**

The school environment category includes in-seat attendance rates and re-enrollment rates, as well as Classroom Assessment Scoring System (CLASS) scores for schools that serve PK students. Charts detailing the school's performance on each of these measures can be found below. 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 and re-enrollment.

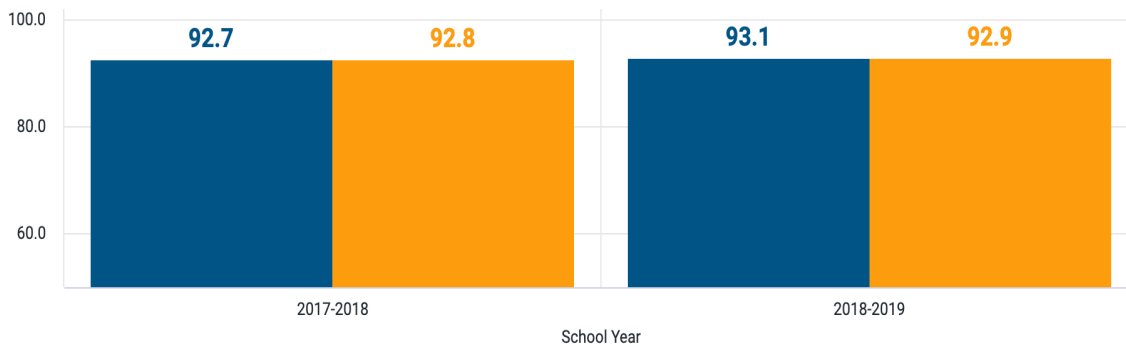
### ISA

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.

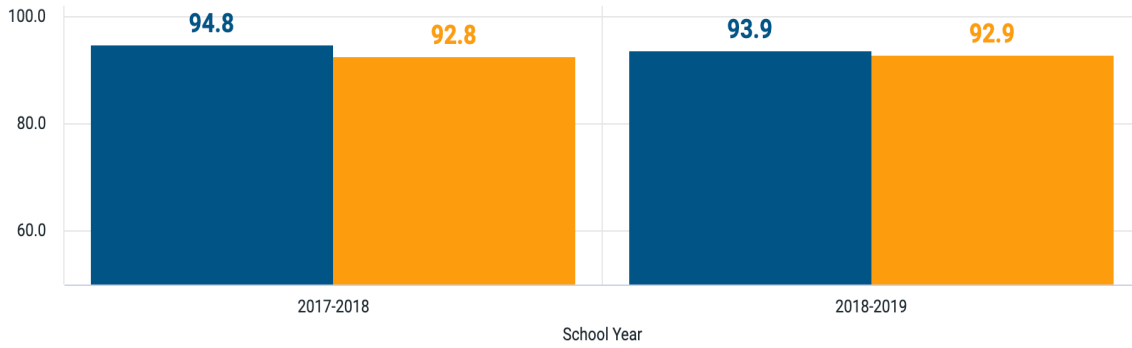
#### Center City PCS – Brightwood's ISA



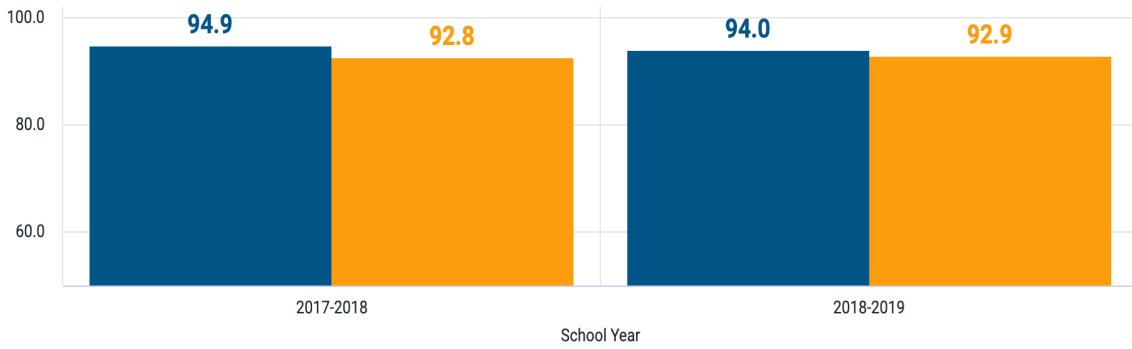
#### Center City PCS – Capitol Hill's ISA



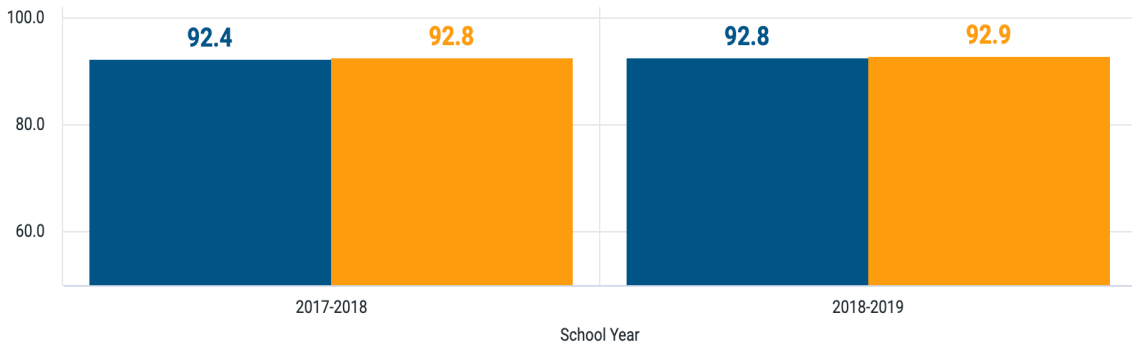
Center City PCS – Congress Heights' ISA



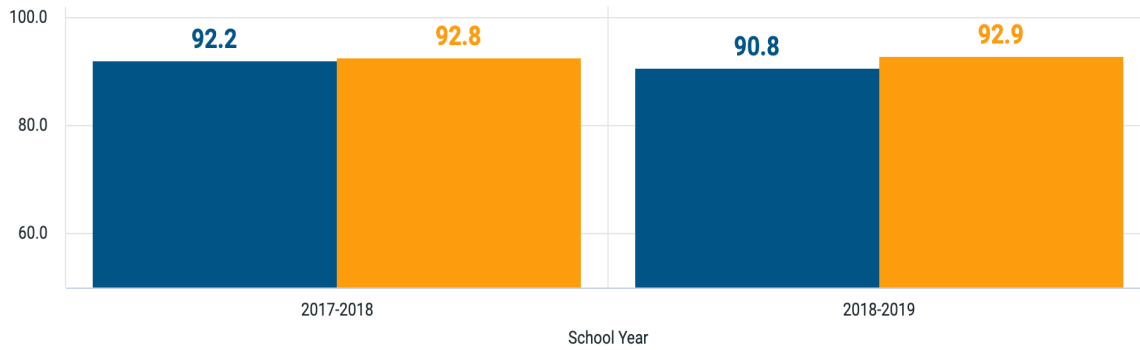
Center City PCS – Petworth's ISA



Center City PCS – Shaw's ISA



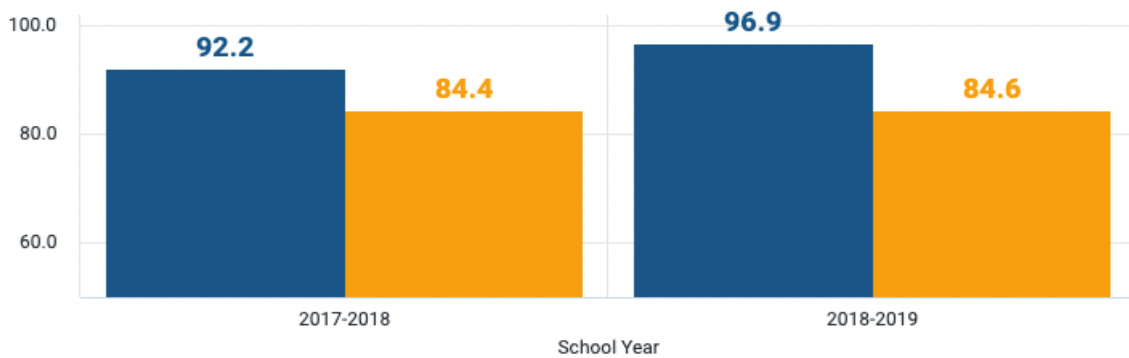
### Center City PCS – Trinidad’s ISA



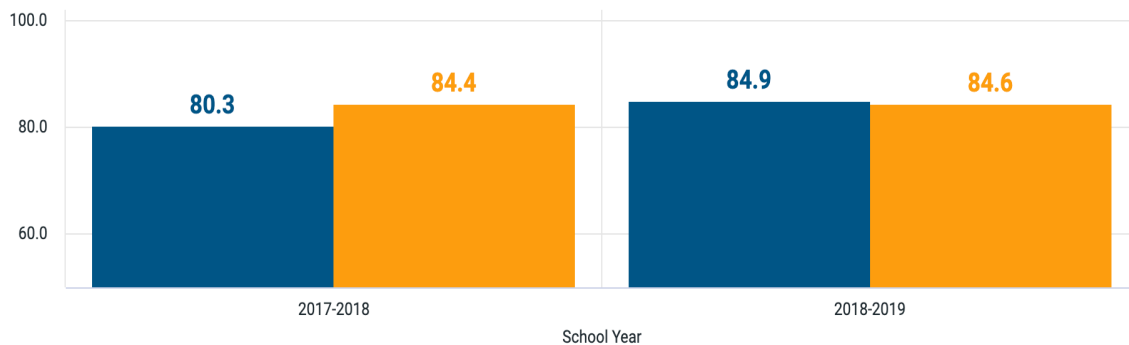
### Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.<sup>9</sup> The chart below reports the school's re-enrollment rates compared to the sector.

### Center City PCS – Brightwood’s Re-enrollment

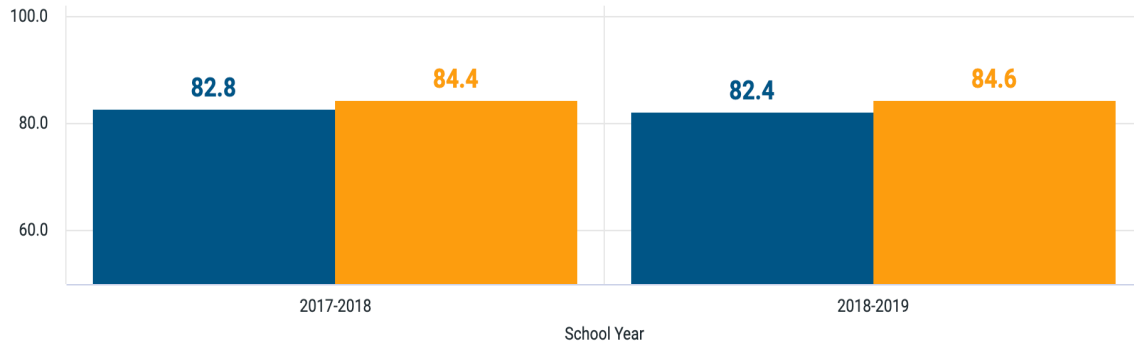


### Center City PCS – Capitol Hill’s Re-enrollment

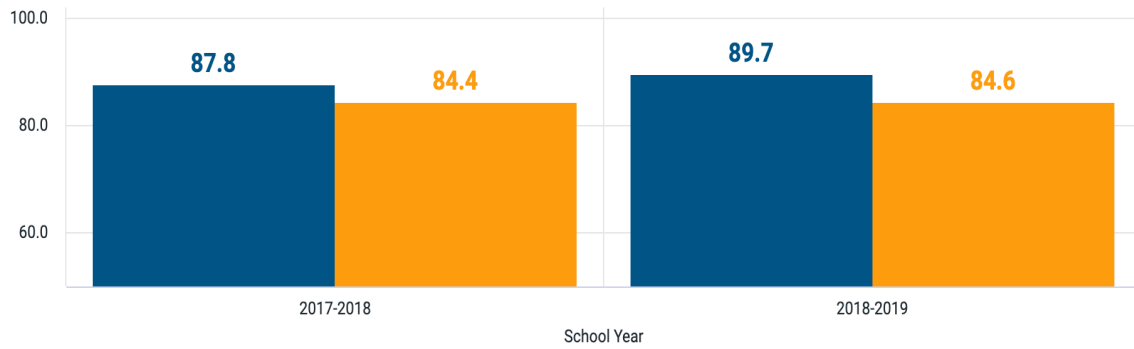


<sup>9</sup> For eligibility criteria, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/3aRYFW2>.

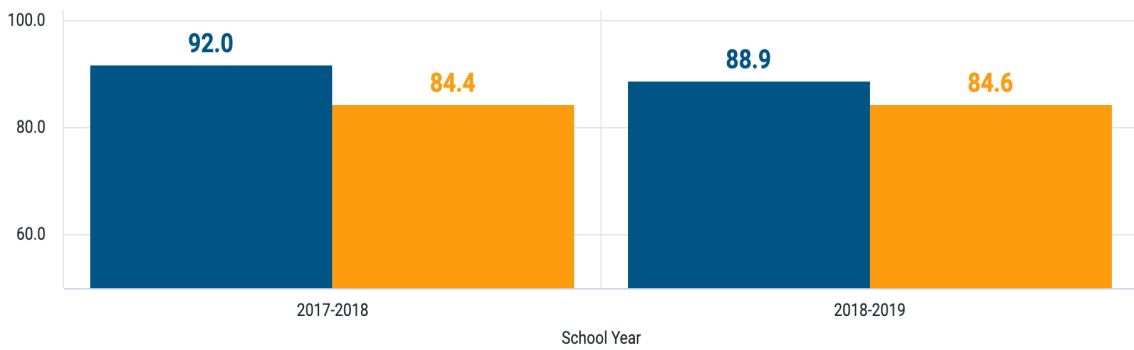
Center City PCS – Congress Heights' Re-enrollment



Center City PCS – Petworth's Re-enrollment

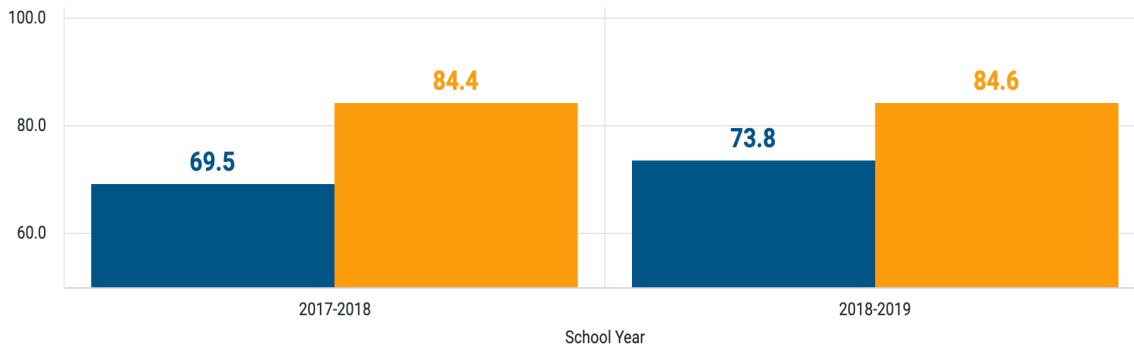


Center City PCS – Shaw's Re-enrollment





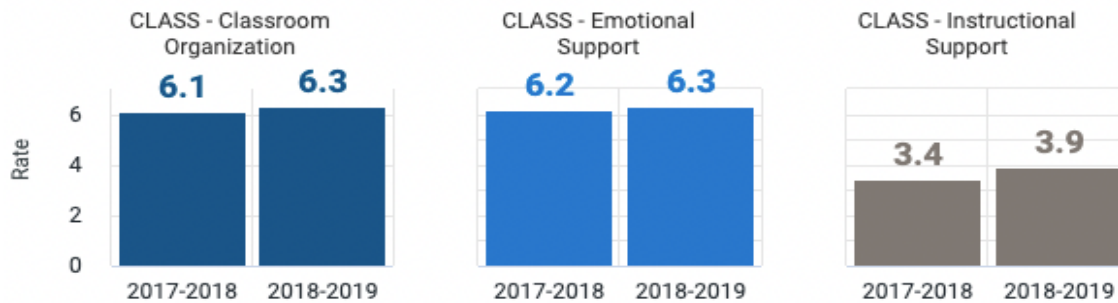
Center City PCS – Trinidad’s Re-enrollment



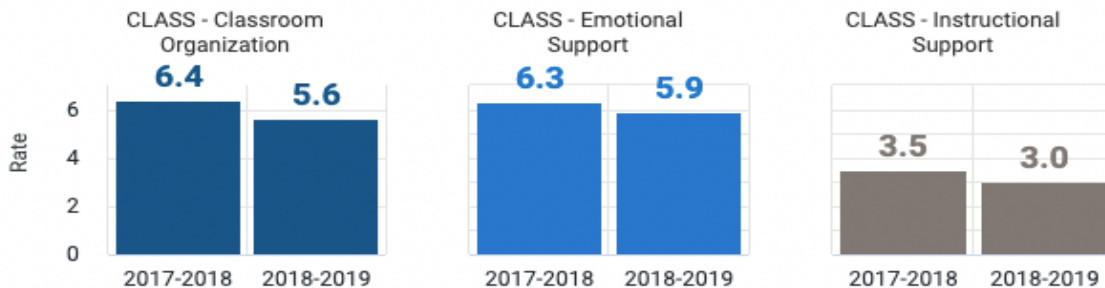
CLASS

DC PCSB uses CLASS to evaluate PK classrooms.<sup>62</sup> The chart below displays the school's performance in CLASS each year. Per the publisher's guidance, a high score is a 6.0 or above.

Center City PCS – Brightwood’s CLASS

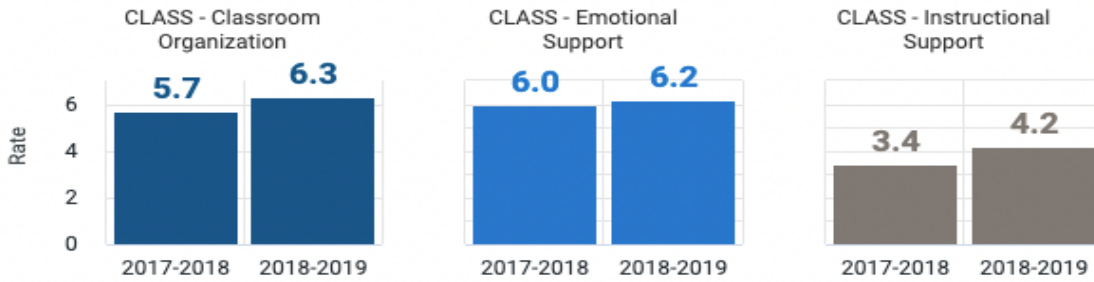


Center City PCS – Capitol Hill’s CLASS

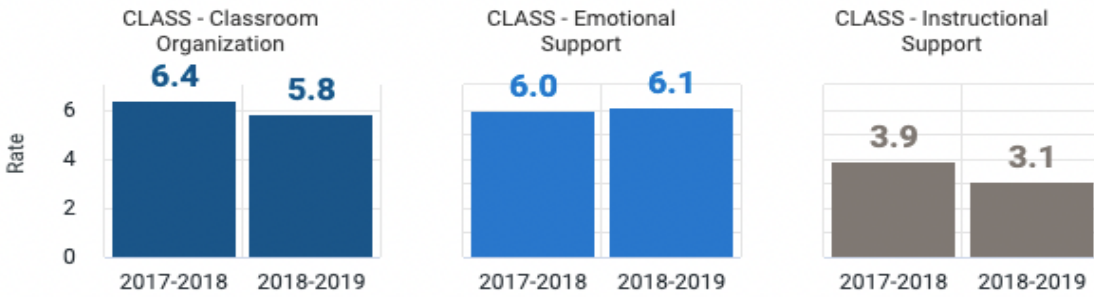


<sup>62</sup> For reference, the CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

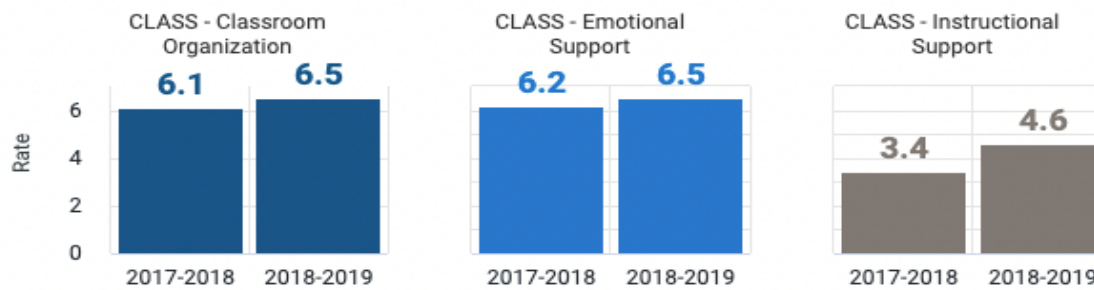
Center City PCS – Congress Heights' CLASS



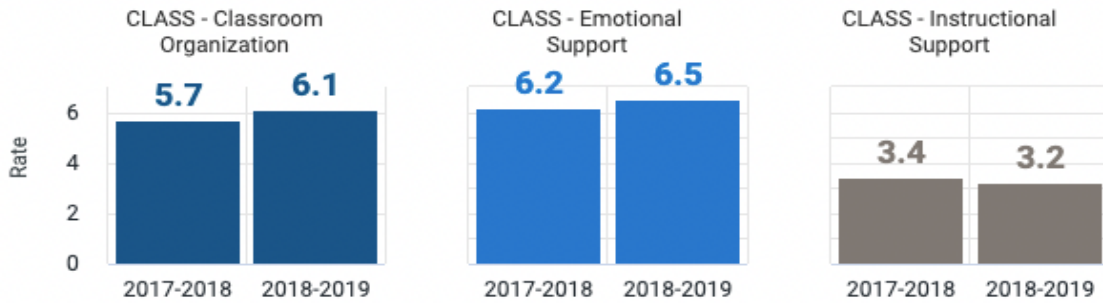
Center City PCS – Petworth's CLASS



Center City PCS – Shaw's CLASS



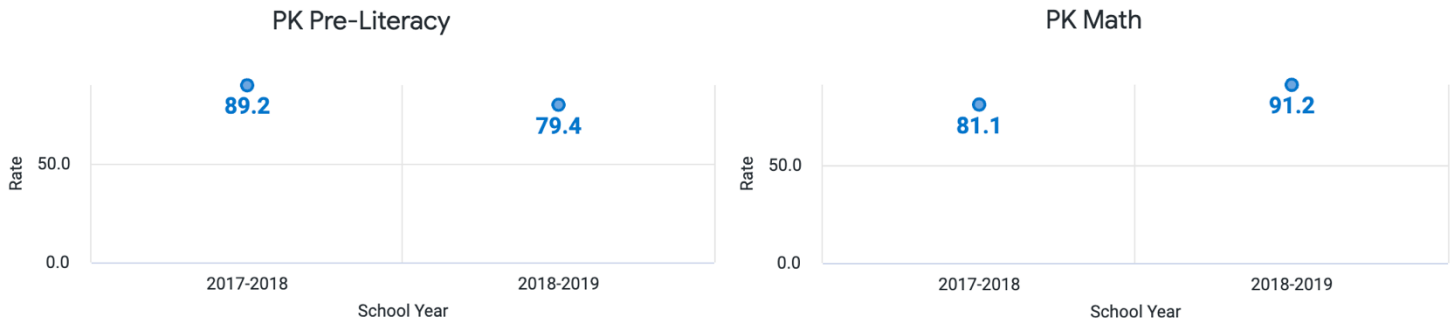
Center City PCS – Trinidad’s CLASS



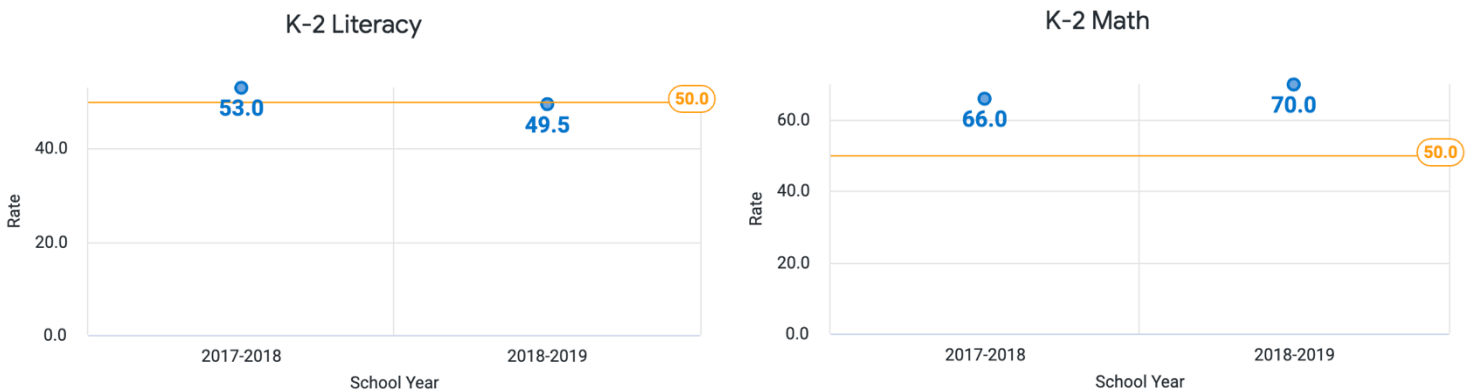
**Early Childhood Assessments**

Each public charter school that serves early childhood grades selects its own DC PCSB-approved assessments to use with PK – 2 students. These measures do not factor into the school’s PMF score. Center City PCS uses the Every Child Ready assessment for PK3 and PK4 students. It uses NWEA MAP assessment for K – 2 students. The charts below report the school’s early childhood outcomes.

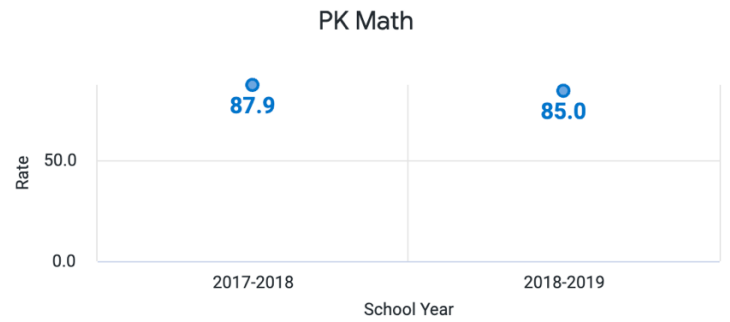
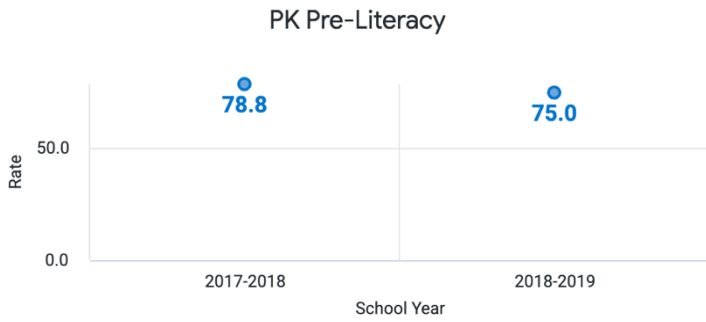
Center City PCS – Brightwood’s PK Pre-Literacy and Math



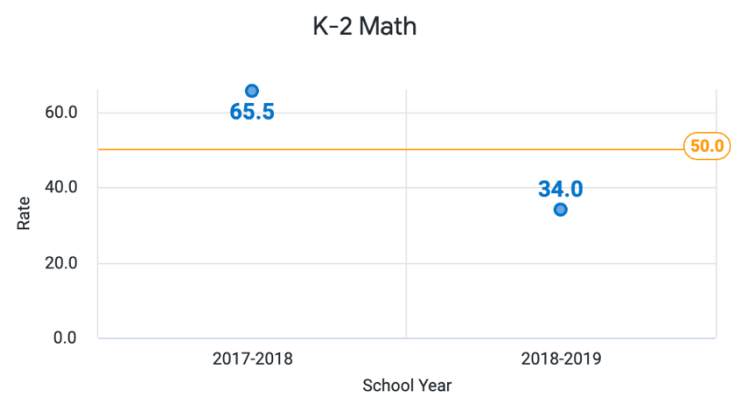
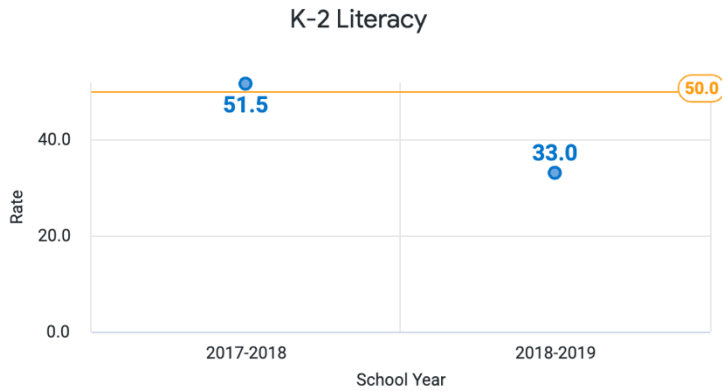
Center City PCS – Brightwood’s K – 2 Literacy and Math



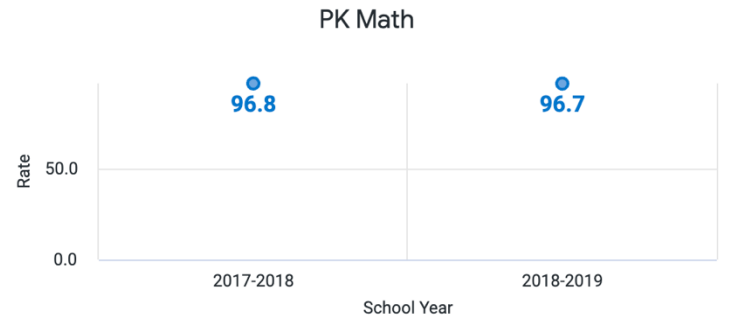
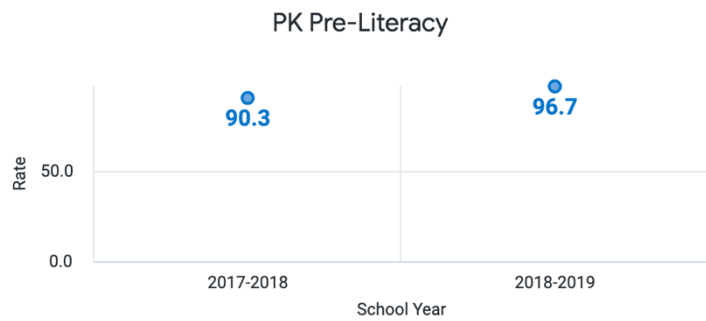
Center City PCS – Capitol Hill’s PK Pre-Literacy and Math



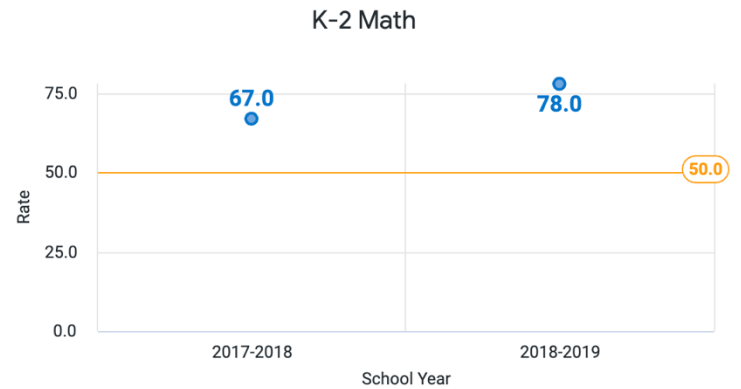
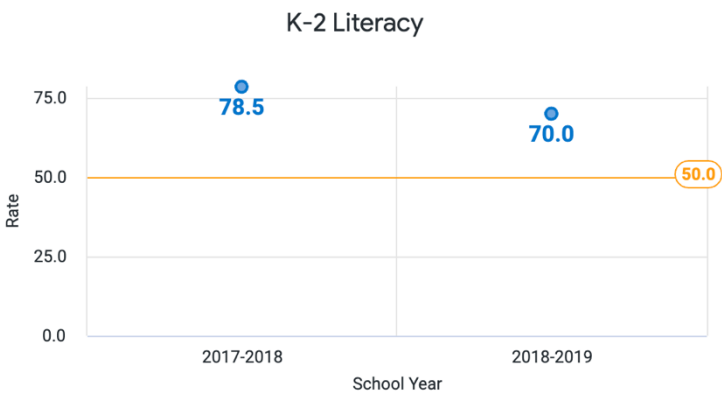
Center City PCS – Capitol Hill’s K – 2 Literacy and Math



Center City PCS – Congress Heights’ PK Pre-Literacy and Math

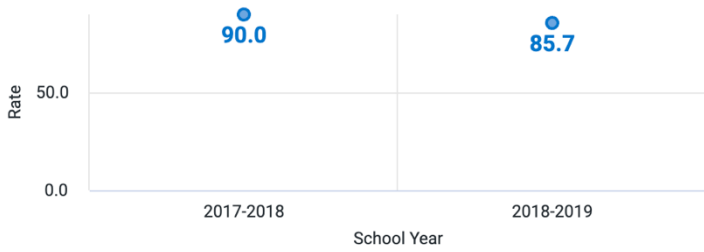


Center City PCS – Congress Heights’ K – 2 Literacy and Math

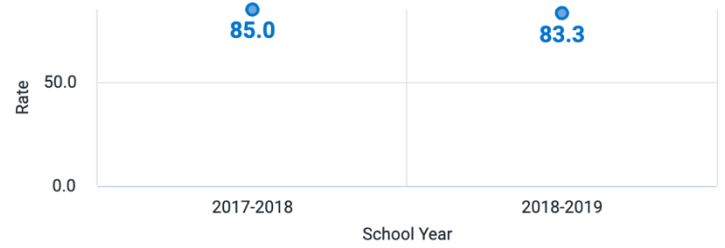


Center City PCS – Petworth’s PK Pre-Literacy and Math

PK Pre-Literacy

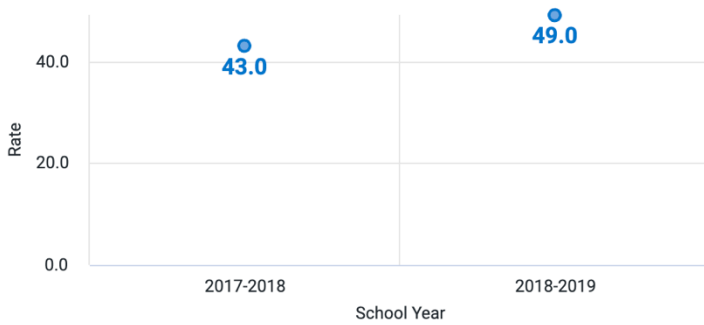


PK Math

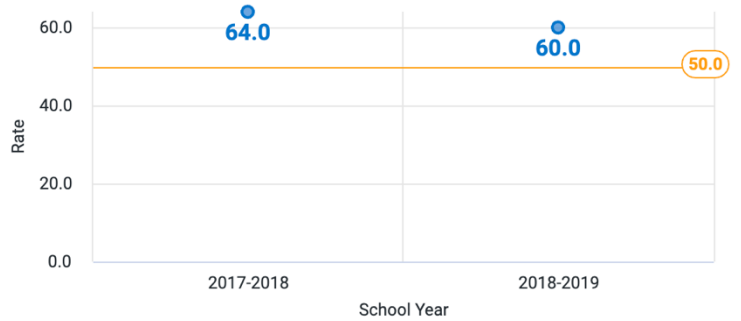


Center City PCS – Petworth’s K – 2 Literacy and Math

K-2 Literacy

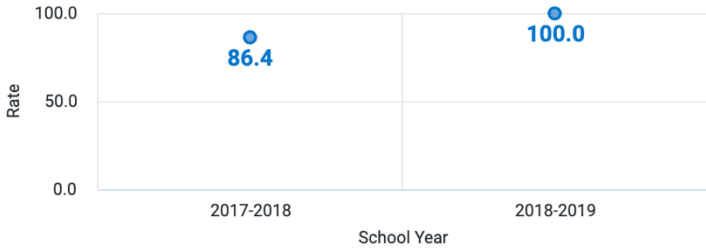


K-2 Math

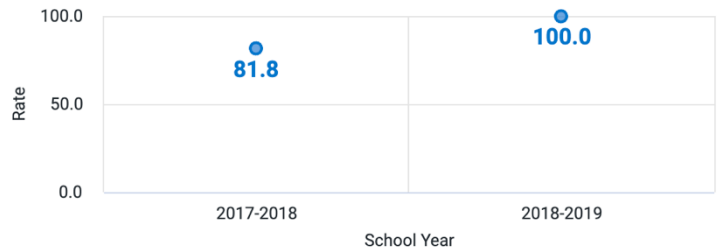


Center City PCS – Shaw’s PK Pre-Literacy and Math

PK Pre-Literacy

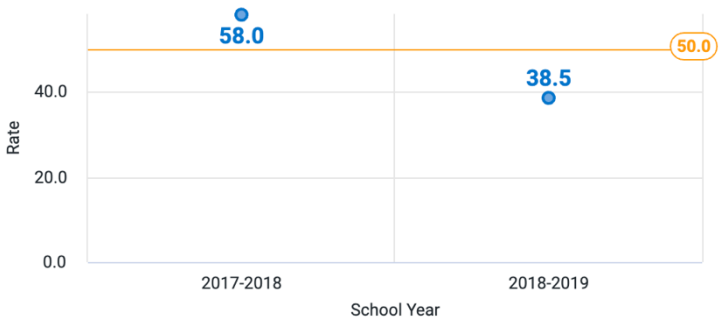


PK Math

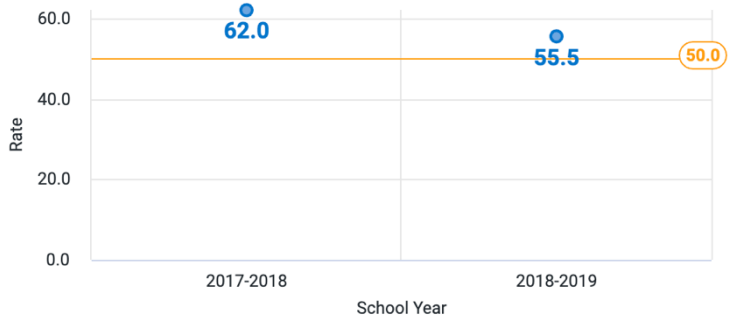


Center City PCS – Shaw’s K – 2 Literacy and Math

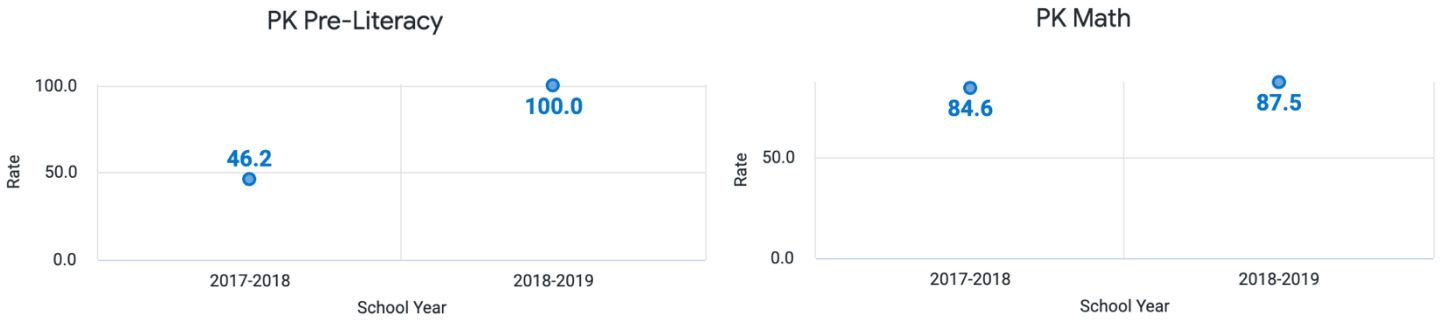
K-2 Literacy



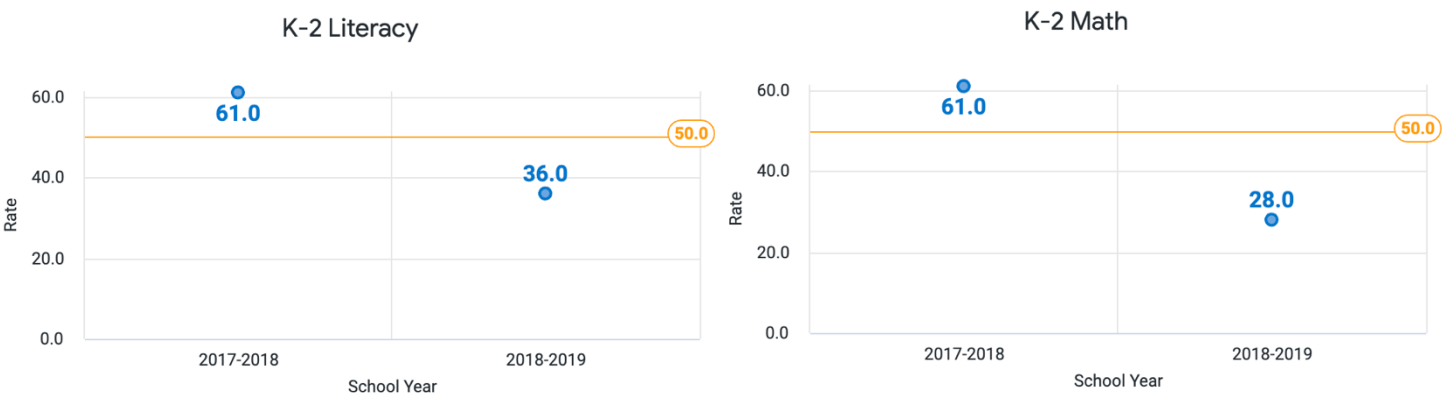
K-2 Math



Center City PCS – Trinidad’s PK Pre-Literacy and Math



Center City PCS – Trinidad’s K – 2 Literacy and Math



**Additional Data**

Student Group Academic Data

The academic data below is presented 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 is serving different student populations. The charts below show the LEA's academic data by campus in both growth and achievement as 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.

Key for Student Group Data Charts	
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
Grey	n < 10; The number of test takers (n-size) is less than 10

ELA MGP Growth Rates by Student Group

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School Rate	Sector Rate	School Rate	Sector Rate
Center City PCS – Brightwood	At-Risk	62.0%	44.5%	58.1%	47.4%
	English Learner	73.9%	52.1%	71.9%	51.0%
	SWDs	51.5%	39.6%	69.5%	43.5%
	Black or African American	61.0%	44.5%	59.5%	48.9%
	Hispanic/Latino	63.5%	51.6%	66.0%	53.5%
	Female	62.7%	50.1%	62.7%	54.0%
	Male	62.7%	42.5%	63.3%	47.0%
Center City PCS – Capitol Hill	At-Risk	53.6%	44.5%	47.4%	47.4%
	SWDs	46.8%	39.6%	32.7%	43.5%
	Black or African American	49.5%	44.5%	43.5%	48.9%
	Female	52.5%	50.1%	46.0%	54.0%
	Male	49.2%	42.5%	40.9%	47.0%
Center City PCS – Congress Heights	At-Risk	53.5%	44.5%	61.5%	47.4%
	SWDs	43.0%	39.6%	47.0%	43.5%
	Black or African American	48.5%	44.5%	57.9%	48.9%
	Female	55.9%	50.1%	65.9%	54.0%
	Male	43.3%	42.5%	54.6%	47.0%
Center City PCS – Petworth	At-Risk	59.4%	44.5%	49.4%	47.4%
	English Learner	46.6%	52.1%	45.5%	51.0%
	SWDs	59.6%	39.6%	49.1%	43.5%
	Black or African American	55.4%	44.5%	43.7%	48.9%
	Hispanic/Latino	59.0%	51.6%	54.4%	53.5%
	Female	62.4%	50.1%	54.1%	54.0%
	Male	49.4%	42.5%	45.0%	47.0%
Center City PCS – Shaw	At-Risk	51.1%	44.5%	43.3%	47.4%
	English Learner	45.8%	52.1%	22.6%	51.0%
	SWDs	47.0%	39.6%	28.5%	43.5%
	Black or African American	50.9%	44.5%	46.0%	48.9%
	Hispanic/Latino	49.3%	51.6%	43.5%	53.5%
	Female	50.7%	50.1%	47.2%	54.0%
	Male	55.5%	42.5%	41.9%	47.0%
Center City PCS – Trinidad	At-Risk	44.9%	44.5%	50.8%	47.4%
	SWDs	43.0%	39.6%	39.5%	43.5%
	Black or African American	45.9%	44.5%	48.0%	48.9%
	Hispanic/Latino	n < 10	51.6%	60.5%	53.5%
	Female	47.0%	50.1%	53.4%	54.0%
	Male	44.9%	42.5%	49.5%	47.0%

Math MGP Growth Rates by Student Group

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School Rate	Sector Rate	School Rate	Sector Rate
Center City PCS – Brightwood	At-Risk	49.0%	46.0%	53.5%	46.0%
	English Learner	48.5%	47.9%	59.6%	49.1%
	SWDs	35.2%	43.0%	50.2%	44.5%
	Black or African American	52.0%	47.0%	52.6%	47.5%
	Hispanic/Latino	50.5%	50.4%	57.3%	50.5%
	Female	50.9%	50.0%	51.6%	51.5%
	Male	50.2%	47.0%	57.7%	47.0%
Center City PCS – Capitol Hill	At-Risk	50.5%	46.0%	41.5%	46.0%
	SWDs	42.1%	43.0%	26.1%	44.5%
	Black or African American	49.5%	47.0%	41.9%	47.5%
	Female	51.0%	50.0%	43.4%	51.5%
	Male	44.9%	47.0%	37.8%	47.0%
Center City PCS – Congress Heights	At-Risk	56.5%	46.0%	64.0%	46.0%
	SWDs	51.3%	43.0%	59.0%	44.5%
	Black or African American	55.5%	47.0%	65.3%	47.5%
	Female	56.2%	50.0%	66.9%	51.5%
	Male	55.5%	47.0%	62.2%	47.0%
Center City PCS – Petworth	At-Risk	48.8%	46.0%	54.8%	46.0%
	English Learner	49.6%	47.9%	52.3%	49.1%
	SWDs	43.0%	43.0%	54.9%	44.5%
	Black or African American	43.2%	47.0%	52.5%	47.5%
	Hispanic/Latino	50.8%	50.4%	45.7%	50.5%
	Female	51.4%	50.0%	52.5%	51.5%
	Male	44.4%	47.0%	46.3%	47.0%
Center City PCS – Shaw	At-Risk	50.0%	46.0%	36.4%	46.0%
	English Learner	59.0%	47.9%	48.8%	49.1%
	SWDs	39.0%	43.0%	19.7%	44.5%
	Black or African American	51.6%	47.0%	44.0%	47.5%
	Hispanic/Latino	53.2%	50.4%	41.8%	50.5%
	Female	57.4%	50.0%	48.2%	51.5%
	Male	53.0%	47.0%	41.5%	47.0%
Center City PCS – Trinidad	At-Risk	44.8%	46.0%	32.1%	46.0%
	SWDs	48.9%	43.0%	40.5%	44.5%
	Black or African American	49.8%	47.0%	38.7%	47.5%
	Hispanic/Latino	n < 10	50.4%	35.0%	50.5%
	Female	44.4%	50.0%	31.8%	51.5%
	Male	51.9%	47.0%	42.8%	47.0%



ELA PARCC (4+) Proficiency Rates by Student Group

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School Rate	Sector Rate	School Rate	Sector Rate
Center City PCS – Brightwood	At-Risk	30.0%	21.8%	28.9%	25.0%
	English Learner	28.2%	16.4%	20.0%	12.0%
	SWDs	5.9%	5.8%	<5.0%	9.0%
	Black or African American	51.4%	28.3%	46.9%	32.6%
	Hispanic/Latino	34.8%	33.3%	45.8%	35.6%
	Female	52.9%	39.2%	54.0%	44.9%
	Male	33.8%	26.7%	39.2%	30.3%
Center City PCS – Capitol Hill	At-Risk	20.7%	21.8%	21.0%	25.0%
	SWDs	<5.0%	5.8%	7.7%	9.0%
	Black or African American	19.5%	28.3%	23.5%	32.6%
	Female	23.5%	39.2%	33.8%	44.9%
	Male	15.4%	26.7%	8.7%	30.3%
Center City PCS – Congress Heights	At-Risk	23.8%	21.8%	33.8%	25.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	30.6%	28.3%	39.5%	32.6%
	Female	32.4%	39.2%	48.7%	44.9%
	Male	27.3%	26.7%	30.6%	30.3%
Center City PCS – Petworth	At-Risk	27.7%	21.8%	28.9%	25.0%
	English Learner	11.1%	16.4%	<5.0%	12.0%
	SWDs	<5.0%	5.8%	13.6%	9.0%
	Black or African American	29.3%	28.3%	32.1%	32.6%
	Hispanic/Latino	37.5%	33.3%	36.8%	35.6%
	Female	41.2%	39.2%	42.0%	44.9%
	Male	22.6%	26.7%	23.2%	30.3%
Center City PCS – Shaw	At-Risk	29.7%	21.8%	26.7%	25.0%
	English Learner	11.5%	16.4%	12.5%	12.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	22.8%	28.3%	26.5%	32.6%
	Hispanic/Latino	40.4%	33.3%	32.2%	35.6%
	Female	28.8%	39.2%	37.3%	44.9%
	Male	33.3%	26.7%	20.5%	30.3%
Center City PCS – Trinidad	At-Risk	10.8%	21.8%	24.4%	25.0%
	SWDs	<5.0%	5.8%	<5.0%	9.0%
	Black or African American	14.1%	28.3%	25.2%	32.6%
	Hispanic/Latino	9.1%	33.3%	20.0%	35.6%
	Female	10.2%	39.2%	31.0%	44.9%
	Male	15.4%	26.7%	20.6%	30.3%

Math PARCC (4+) Proficiency Rates by Student Group

Campus	School Year	2017 – 18		2018 – 19	
	Student Group	School Rate	Sector Rate	School Rate	Sector Rate
Center City PCS – Brightwood	At-Risk	30.0%	21.3%	26.7%	22.6%
	English Learner	38.5%	15.8%	22.9%	14.0%
	SWDs	<5.0%	7.2%	<5.0%	8.9%
	Black or African American	51.4%	27.4%	48.4%	28.7%
	Hispanic/Latino	26.1%	25.5%	29.2%	27.4%
	Female	45.6%	32.9%	42.9%	35.3%
	Male	33.8%	29.6%	33.8%	30.7%
Center City PCS – Capitol Hill	At-Risk	24.4%	21.3%	16.0%	22.6%
	SWDs	<5.0%	7.2%	7.7%	8.9%
	Black or African American	21.1%	27.4%	19.1%	28.7%
	Female	19.8%	32.9%	25.0%	35.3%
	Male	24.6%	29.6%	10.1%	30.7%
Center City PCS – Congress Heights	At-Risk	22.5%	21.3%	29.9%	22.6%
	SWDs	5.6%	7.2%	<5.0%	8.9%
	Black or African American	27.6%	27.4%	38.8%	28.7%
	Female	27.0%	32.9%	39.5%	35.3%
	Male	27.3%	29.6%	38.7%	30.7%
Center City PCS – Petworth	At-Risk	21.3%	21.3%	30.8%	22.6%
	English Learner	19.4%	15.8%	13.8%	14.0%
	SWDs	7.4%	7.2%	13.6%	8.9%
	Black or African American	31.0%	27.4%	31.5%	28.7%
	Hispanic/Latino	25.0%	25.5%	30.3%	27.4%
	Female	25.9%	32.9%	33.3%	35.3%
	Male	32.3%	29.6%	28.1%	30.7%
Center City PCS – Shaw	At-Risk	20.3%	21.3%	21.7%	22.6%
	English Learner	15.4%	15.8%	12.5%	14.0%
	SWDs	6.3%	7.2%	<5.0%	8.9%
	Black or African American	29.1%	27.4%	28.9%	28.7%
	Hispanic/Latino	26.3%	25.5%	33.9%	27.4%
	Female	27.4%	32.9%	29.3%	35.3%
	Male	30.3%	29.6%	34.2%	30.7%
Center City PCS – Trinidad	At-Risk	12.2%	21.3%	11.0%	22.6%
	SWDs	<5.0%	7.2%	<5.0%	8.9%
	Black or African American	13.1%	27.4%	14.8%	28.7%
	Hispanic/Latino	<5.0%	25.5%	<5.0%	27.4%
	Female	10.2%	32.9%	12.7%	35.3%
	Male	13.8%	29.6%	14.3%	30.7%

## Transitional Goals Data

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.<sup>63</sup> For schools serving K – 8 students, transitional goals data included results from a school-selected, nationally normed growth assessment. Center City PCS elected to administer NWEA MAP as its growth assessment. Transitional goals also include standard data collection, to the extent available, of PARCC (4+), ISA, and re-enrollment. If the school serves PK students, transitional goals will report PK pre-literacy and math assessment outcomes and CLASS performance. Center City PCS uses Every Child Ready for its PK pre-literacy and math assessments. The charts below show the school's overall and student group performance on each transitional goals measure.

### K – 2 ELA and Math NWEA MAP Growth by Student Group

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>64</sup>		
		n-size	ELA	Math
Center City PCS – Brightwood	<b>All Students</b>	<b>69</b>	<b>52.0</b>	<b>31.0</b>
	At-Risk	17	44.0	22.0
	English Learner	62	47.5	25.5
	SWDs	n < 10	n < 10	n < 10
	Black or African American	36	64.5	42.5
	Hispanic/Latino	27	39.0	26.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	34	54.5	26.0
	Male	35	52.0	38.0
Center City PCS – Capitol Hill	<b>All Students</b>	<b>54</b>	<b>36.0</b>	<b>25.0</b>
	At-Risk	40	35.5	24.5
	SWDs	n < 10	n < 10	n < 10
	Black or African American	48	36.0	25.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	31	34.5	25.0
	Male	23	47.5	32.0
	<b>All Students</b>	<b>66</b>	<b>62.5</b>	<b>50.5</b>
	At-Risk	41	60.0	57.0

<sup>63</sup> See DC PCSB's transitional goals description in the COVID-19 Impact Policy, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>64</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 for SY 2021 – 22 using students' fall-to-spring scores.

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>64</sup>		
		n-size	ELA	Math
Center City PCS – Congress Heights	English Learner	n < 10	n < 10	n < 10
	SWDs	n < 10	n < 10	n < 10
	Black or African American	63	63.0	54.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	39	71.0	47.0
	Male	27	60.0	58.0
Center City PCS – Petworth	<b>All Students</b>	<b>58</b>	<b>60.0</b>	<b>64.5</b>
	At-Risk	20	59.5	70.5
	English Learner	38	76.0	63.5
	SWDs	n < 10	n < 10	n < 10
	Black or African American	27	58.0	70.0
	Hispanic/Latino	30	73.0	62.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	32	60.0	62.5
	Male	26	58.0	67.5
Center City PCS – Shaw	<b>All Students</b>	<b>52</b>	<b>37.0</b>	<b>27.0</b>
	At-Risk	33	37.0	26.0
	English Learner	18	51.5	25.0
	SWDs	n < 10	n < 10	n < 10
	Black or African American	30	27.0	31.0
	Hispanic/Latino	19	46.0	24.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	19	37.5	24.0
	Male	33	32.0	30.0
Center City PCS – Trinidad	<b>All Students</b>	<b>47</b>	<b>43.0</b>	<b>41.0</b>
	At-Risk	40	39.0	36.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	n < 10	n < 10	n < 10
	Black or African American	43	35.0	41.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	22	42.5	40.0
	Male	25	43.0	47.0

3 – 8 ELA and Math NWEA MAP Growth by Student Group

Campus	Student Group	2021 – 22 CGP		
		n-size	ELA	Math
Center City PCS – Brightwood	<b>All Students</b>	<b>142</b>	<b>57.0</b>	<b>53.0</b>
	At-Risk	45	41.0	50.0
	English Learner	84	59.0	48.0
	SWDs	19	40.0	57.0
	Black or African American	68	65.0	49.0
	Hispanic/Latino	69	55.0	53.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	73	62.0	45.0
	Male	69	52.0	59.0
Center City PCS – Capitol Hill	<b>All Students</b>	<b>117</b>	<b>51.5</b>	<b>43.0</b>
	At-Risk	76	49.0	47.5
	English Learner	n < 10	n < 10	n < 10
	SWDs	20	23.0	26.5
	Black or African American	104	49.0	43.5
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	56	51.0	43.5
	Male	61	52.0	43.0
Center City PCS – Congress Heights	<b>All Students</b>	<b>128</b>	<b>48.0</b>	<b>61.0</b>
	At-Risk	71	42.0	50.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	11	55.0	30.0
	Black or African American	118	47.5	60.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	70	47.0	63.5
	Male	58	49.5	59.5
Center City PCS – Petworth	<b>All Students</b>	<b>133</b>	<b>42.5</b>	<b>65.0</b>
	At-Risk	48	40.5	56.0
	English Learner	48	40.0	69.0
	SWDs	22	78.0	69.0
	Black or African American	57	42.5	58.0
	Hispanic/Latino	69	40.0	74.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	65	49.0	69.0
	Male	68	40.5	64.0
	<b>All Students</b>	<b>129</b>	<b>48.0</b>	<b>43.0</b>
	At-Risk	67	42.5	41.0

Campus	Student Group	2021 – 22 CGP		
		n-size	ELA	Math
Center City PCS – Shaw	English Learner	40	59.5	55.5
	SWDs	16	47.0	57.0
	Black or African American	73	44.5	31.0
	Hispanic/Latino	49	55.0	48.0
	Other Races	n < 10	n < 10	n < 10
	White	n < 10	n < 10	n < 10
	Female	72	47.0	43.5
	Male	57	49.5	43.0
Center City PCS – Trinidad	<b>All Students</b>	<b>114</b>	<b>54.0</b>	<b>47.0</b>
	At-Risk	70	48.5	37.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	21	33.0	35.0
	Black or African American	101	54.0	47.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	10	51.5	38.0
	Female	58	43.5	43.5
	Male	56	59.0	49.5

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

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
Center City PCS – Brightwood	<b>All Students</b>	<b>31.7%</b>	<b>26.1%</b>
	At-Risk	22.2%	11.1%
	English Learner	21.4%	16.7%
	SWDs	<5.0%	5.3%
	Black or African American	35.3%	33.8%
	Hispanic/Latino	26.1%	14.5%
	White	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	35.6%	26.0%
	Male	27.5%	26.1%
Center City PCS – Capitol Hill	<b>All Students</b>	<b>18.3%</b>	<b>11.4%</b>
	At-Risk	14.3%	9.5%
	English Learner	n < 10	n < 10
	SWDs	<5.0%	<5.0%
	Black or African American	18.0%	11.1%
	Hispanic/Latino	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	24.6%	14.5%
	Male	12.9%	8.6%

Campus	Student Group	2021 – 22 Proficiency Rates	
		ELA	Math
Center City PCS – Congress Heights	<b>All Students</b>	<b>28.1%</b>	<b>28.1%</b>
	At-Risk	15.5%	19.7%
	English Learner	n < 10	n < 10
	SWDs	18.2%	<5.0%
	Black or African American	27.1%	28.0%
	Hispanic/Latino	<5.0%	<5.0%
	Other Races	n < 10	n < 10
	Female	35.7%	32.9%
	Male	19.0%	22.4%
Center City PCS – Petworth	<b>All Students</b>	<b>23.3%</b>	<b>17.8%</b>
	At-Risk	10.6%	8.3%
	English Learner	<5.0%	<5.0%
	SWDs	<5.0%	<5.0%
	Black or African American	20.3%	17.0%
	Hispanic/Latino	26.9%	18.8%
	White	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	28.8%	17.9%
Male	17.9%	17.7%	
Center City PCS – Shaw	<b>All Students</b>	<b>25.4%</b>	<b>19.2%</b>
	At-Risk	16.4%	13.4%
	English Learner	15.0%	17.5%
	SWDs	<5.0%	12.5%
	Black or African American	27.4%	20.6%
	Hispanic/Latino	18.0%	14.0%
	White	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	31.5%	15.1%
Male	17.5%	24.6%	
Center City PCS – Trinidad	<b>All Students</b>	<b>21.5%</b>	<b>7.7%</b>
	At-Risk	16.9%	<5.0%
	English Learner	n < 10	n < 10
	SWDs	<5.0%	<5.0%
	Black or African American	24.1%	8.7%
	Hispanic/Latino	n < 10	n < 10
	Other Races	10.0%	<5.0%
	Female	22.0%	6.7%
Male	21.1%	8.8%	

ISA

Campus	2021 – 22 ISA Rates	
	Rate	
Center City PCS – Brightwood	96.2%	
Center City PCS – Capitol Hill	83.7%	
Center City PCS – Congress Heights	91.1%	
Center City PCS – Petworth	89.9%	
Center City PCS – Shaw	85.4%	
Center City PCS – Trinidad	83.4%	

Re-enrollment

Campus	2021 – 22 Re-enrollment Rates	
	Rate	
Center City PCS – Brightwood	93.1%	
Center City PCS – Capitol Hill	75.9%	
Center City PCS – Congress Heights	76.9%	
Center City PCS – Petworth	85.6%	
Center City PCS – Shaw	88.0%	
Center City PCS – Trinidad	84.5%	

CLASS<sup>65</sup>

Campus	2021 – 22 CLASS Scores		
	Classroom Organization	Emotional Support	Instructional Support
Center City PCS – Brightwood	6.8	6.4	4.0
Center City PCS – Capitol Hill	6.3	6.3	2.8
Center City PCS – Congress Heights	6.0	6.0	3.4
Center City PCS – Petworth	5.8	5.8	3.0
Center City PCS – Shaw	6.5	6.2	3.1
Center City PCS – Trinidad	6.6	6.4	3.5

<sup>65</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>.



PK Pre-Literacy and Math Every Child Ready Rates<sup>66</sup>

Campus	2021 – 22 Rates	
	Pre-Literacy	Math
Center City PCS – Brightwood	77.5%	92.5%
Center City PCS – Capitol Hill	57.1%	82.9%
Center City PCS – Congress Heights	83.8%	97.3%
Center City PCS – Petworth	86.8%	89.5%
Center City PCS – Shaw	56.3%	93.8%
Center City PCS – Trinidad	42.9%	85.7%

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<sup>66</sup> At the time of the publication of this report, validated PK3-4 data by student group was not available.

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

Per the SRA, at renewal, DC PCSB must determine whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>67</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Center City PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.<sup>68</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.

In fiscal year (FY) 2018, DC PCSB found Center City PCS properly reported 46 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>69</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 these procurement contract reporting requirements.

During FY 2019, Center City PCS submitted 53 procurement contract packages; however, the school received four Early Warning Notices for failure to report seven contracts in a timely manner. During FY 2020, the school submitted 36 contract packages, and in FY 2021, it submitted 18 contracts.

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<sup>67</sup> D.C. Code § 38-1802.12(c)(1).

<sup>68</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 Center City PCS's Compliance Review Reports, Appendices K1 – K5.

<sup>69</sup> See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

At this time, DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements.

**Special Education Compliance**<sup>70</sup>

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)<sup>71</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>72</sup> As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in seven areas captured in the table below.<sup>73</sup>

Of the seven monitored areas,<sup>74</sup> OSSE required Center City PCS to take corrective action in two areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school is not an outlier in the identified areas of noncompliance. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Center City PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	Yes	NA
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B Transition Timeliness	No	Complete
4. Child Find Monitoring	No	Complete
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA

<sup>70</sup> See OSSE's Glossary of Special Education Compliance Terms, Appendix L.

<sup>71</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>72</sup> 29 U.S.C. § 794.

<sup>73</sup> For a description of each review area, see the Special Education Factsheet, Appendix M.

<sup>74</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	Center City PCS Compliant All Years of the Review Period	Status of Corrective Action
7. Hearing Officer Determination and State Complaint Implementation Review	Yes	NA

1. Annual Determinations

Each year, OSSE analyzes each LEA’s compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, Center City PCS received a “Meets Requirements” designation in its 2017 through 2020 Determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	100%	Meets Requirements
2018	94.1%	Meets Requirements
2019	94.7%	Meets Requirements
2020	97.4%	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 Center City PCS for on-site monitoring during the review period.

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>75</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 Center City PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

- January 1, 2019 – June 30, 2019

<sup>75</sup> See Center City PCS’s Initial Evaluation Reports, Appendices N1 – N3.

- October 1, 2019 – December 31, 2019
- July 1, 2020 – June 30, 2021

For comparison, across the last five years, Center City PCS performed better than 49.2% of charter LEAs, receiving a finding in three reporting periods out of the 10 applicable reporting periods.<sup>76</sup> OSSE confirms the school addressed its SY 2019 – 20 through SY 2021 – 22 findings.

#### *Reevaluation<sup>77</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 Center City PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- SY 2018; April 1, 2019 – June 30, 2019
- October 1, 2020 – March 31, 2021
- October 1, 2021 – March 31, 2022

For comparison, across the last five years, Center City PCS performed better than 64.4% of charter LEAs, receiving a finding in three reporting periods out of the 13 applicable reporting periods.<sup>78</sup> OSSE confirms the school addressed its SY 2019 – 20 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 Center City PCS for Part C to B Transition timeliness noncompliance during the review period.

#### 4. Child Find Monitoring Report<sup>79</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 services. OSSE reviewed and flagged Center City PCS for Child Find noncompliance in SY 2017 – 18, 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.

<sup>76</sup> Out of the 10 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

<sup>77</sup> See Center City PCS's Reevaluation Reports, Appendices O1 – O3.

<sup>78</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 10.

<sup>79</sup> See Center City PCS's Child Find Focused Monitoring Report, Appendices P1 – P3.

Year	Special Education Population Monitored	Percentage Identified	Corrective Action Required	Corrected?
2018	Total Student Population	11.9	<ul style="list-style-type: none"> <li>Participate in a training</li> <li>Submit policy</li> </ul>	Yes
2019	3- to 5-year-old	5.3	No Action Required	NA
2020	3- to 5-year-old	5.2	<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	4.6	No Action Required	NA

For comparison, in SY 2017 – 18, OSSE flagged 34.0% of charter LEAs for noncompliant Child Find policies/procedures. While OSSE flagged Center City PCS for Child Find noncompliance, the school had an appropriate identification rate that surpassed the 8.5% minimum threshold.<sup>80</sup> During 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 many of the LEAs to take corrective action. During SY 2020 – 21, Center City PCS was one of five LEAs serving 3- to 5-year-old students OSSE did not require to take corrective action despite having a Child Find identification rate under the minimum threshold. That year, 19.0% of monitored LEAs received no corrective action.

While OSSE did not flag Center City PCS for its overall identification rate in SY 2018 – 19, or SY 2020 – 21, the school persists in 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 2017 – 18 and SY 2019 – 20 findings.

##### 5. 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 Center City PCS does not have disproportionate representation during the review period.

<sup>80</sup> As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of 3- to 5-year-old children who reside in or are wards of the District are “enrolled” in special education and related services (Part B services). For details, see: <https://bit.ly/2EnRn0o>.

### *Significant Discrepancy Review*

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

#### 6. 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 Center City PCS does not have significant disproportionality during the review period.

#### 7. Hearing Officer Determination (HOD) Implementation Review

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

### State Complaints

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

### **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**<sup>81</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>82</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 Center City PCS for FY 2017 through FY 2021.<sup>83</sup>

#### **Summary of Findings**<sup>84</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**

- All the school's key financial indicators at fiscal year-end (FYE) 2021 were above target, and most of them above the respective sector median. Change in net assets margins remained above the 0% target during the five-year period and rose to 13% in FY 2021. Cash flow from operations, consistently above the 0% target in the five-year period, decreased significantly from 17% in FY 2020 to 1% in FY 2021 mainly due to the timing of the revenue recognition of the \$3.4M Paycheck Protection Plan (PPP) loan. Throughout the five-year period, days of cash on hand increased to a strong 198 days at FYE 2021, above the 165-days sector median.
- The healthy primary reserve ratio of 0.6 at FY 2021 shows good sustainability due to the reserves built in the five-year period between FY 2017 and FY 2021, growing by 28% during that period, and the low debt ratio indicates how the school does not significantly rely on borrowed funds for its operations.
- During the review period, the school enrolled an average of 91% of its enrollment ceiling.

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<sup>81</sup> Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

<sup>82</sup> See D.C. Code § 38-1802.13(b).

<sup>83</sup> See Center City PCS's FAR Reports, Appendices Q1 – Q5.

<sup>84</sup> See Financial Definitions and Examples, Appendix R.



- As a percentage of total operating expenses, the school spends more than the sector median on salaries and benefits and less than the sector median on general expenses and direct student costs.

<b>Key for Finance Data</b>	
<b>Comparison to FAR Benchmarks</b>	<b>What This Means in the Following Tables</b>
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 R.

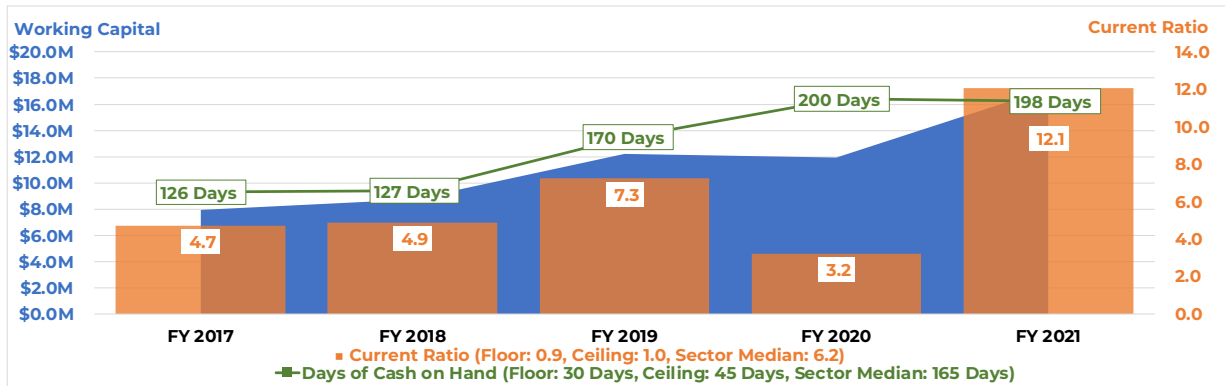
### **Key Metrics and Comparisons**

#### Enrollment and Operations

Per the school's FY 2021 FAR,<sup>85</sup> during the review period, the school's changes in net assets and change in net assets margins have been consistently positive, above target, contributing to a four-year \$9.4M (96%) increase in net assets from FYE 2017 to FYE 2021. The significant \$4.7M change in net assets in FY 2021 reflects mainly a \$4.9M (269%) increase in federal entitlements and other federal funds, and \$3.4M revenue from the PPP loan forgiveness. From FY 2017 through FY 2021, while the operating expenses per student have increased on average 4% per year, the school's operating expenses composition generally has remained consistent, with a gradual increase in the percentage of total operating expenses allocated to salaries and benefits and a gradual decrease in the percentage allocated to direct student expenses. This decrease is mainly due to the savings in food service expenses during the COVID-19 pandemic. In FY 2021, the school incurred more expenses for salaries and benefits (72% of total operating expenses) and less expenses for general expenses (6% of total operating expenses) than the respective 63% and 11% sector medians. The school's enrollment levels have remained stable, averaging 91% of its enrollment ceiling in the five-year period between FY 2017 and FY 2021.

<sup>85</sup> See the school's Enrollment, Operations, and Working Capital chart in the first page of the school's FY 2021 FAR Report, Appendix S5.

## Liquidity



Days of cash on hand at FYE 2017 through FYE 2021 consistently exceeded the 45-days target and showed an upward trend from FYE 2017 to FYE 2020, with a 2-days drop at FYE 2021 to 198 days. The current ratio from FYE 2017 through FYE 2021 consistently exceeded the 1.0 target and, at FYE 2021, the 12.1 current ratio exceeded the 6.2 FYE 2021 sector median. Cash flow from operations margin dropped from a healthy 17% in FY 2020 to 1% in FY 2021. This is not a cause for concern, as the decline was due primarily to the timing difference between the collection of the PPP funds in FY 2020 and the recognition of the PPP loan revenue in FY 2021. Additionally, the school's unaudited FY 2022 financial statements show that the cash flow from operations margin rebounded to 9%.

## Facilities and Occupancy

The school's expenses for its facilities are commensurate with the DC facility funding and in line with the sector median. The school has lease agreements for the rental of its campuses' facilities that will expire in July 2023, with options for lease renewals at the current rates plus 3%. In FY 2021, the school's occupancy expenses as a percentage of facilities revenues were 112%, or 5 percentage points below the sector median. The school's \$29 occupancy expenses per square foot is close to the \$30 sector median. By incurring less occupancy costs than the sector median, more funds are available to invest in educating students. As the school's property and equipment increased \$3.4M from FYE 2021 to FYE 2022, occupancy expenses as a percentage of facilities revenue are budgeted to continue increasing in FY 2023 to 124%. This is not concerning, as the school has accumulated adequate reserves.

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>	\$9.8M	\$11.6M	\$14.1M	\$14.6M	\$19.3M	NA	\$6.0M	
<b>Operating Expenses</b>	\$26.7M	\$28.6M	\$28.6M	\$31.1M	\$31.4M	NA	\$10.6M	
<b>Primary Reserve Ratio</b> (Higher is better)	0.4	0.4	0.5	0.5	0.6	<b>&gt;= 0.2</b>	0.6	
<b>Debt Ratio</b> (Lower is better)	0.2	0.2	0.1	0.3	0.1	<b>&lt;= 0.5</b>	0.4	

The school shows financial sustainability through its consistently above target primary reserve ratio, ranging from 0.4 to 0.6 between FYE 2017 and FYE 2021. This increasing trend was due to net assets almost doubling from \$9.8M at FYE 2017 to \$19.3M at FYE 2021. In the same five-year period, the debt ratio has remained within the target range below 0.5 mainly due to the absence of long-term debt. The FY 2020 slight debt ratio increase to 0.3 was due to the \$3.4M PPP funds classified as refundable advance in the liabilities section of the school’s FYE 2020 statement of financial position before they were forgiven in FY 2021.

Audit Findings

The school’s independent auditor’s reports for FY 2017 to 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 to FY 2021.