



Lea Crusey  
Board Chair

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

March 21, 2024

***Via Electronic Mail***

Patrick Clowney  
Board Chair

Laura Maestas  
Chief Executive Officer

DC Prep Public Charter School  
2330 Pomeroy Road SE  
Washington, DC 20020

**Re: 20-Year Charter Review of DC Prep Public Charter School**

Dear Dr. Clowney and Ms. Maestas,

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

On December 19, 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 review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the Board continue school's charter.

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

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



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At its public board meeting on January 23, 2023, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

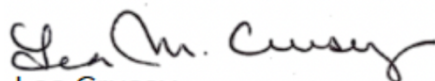
Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.


At the time of the Board vote, the school's preliminary review report included outdated NWEA MAP data for DC Prep PCS's elementary campuses: DC Prep PCS – Anacostia Elementary, DC Prep PCS – Benning Elementary, and DC Prep PCS – Edgewood Elementary. On January 10, 2023, two weeks prior to the Board vote but after the preliminary review report had been drafted, DC Prep PCS submitted and validated additional NWEA MAP data for its campuses. DC PCSB staff did not see the updated NWEA MAP data until it had already released the preliminary review report. The finalized report incorporates the appropriate changes to the elementary school campuses' transitional goals data.

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

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

Sincerely yours,

  
Lea Crusey  
Board Chair

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

Cc: School Leaders

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<p><b>Charter Actions Requiring a Vote</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Approve a Charter Application (15 yrs)</li><li><input type="checkbox"/> Approve a Charter Renewal (15 yrs)</li><li><input checked="" type="checkbox"/> Approve Charter Continuance</li><li><input type="checkbox"/> Approve a Charter Amendment Request</li><li><input type="checkbox"/> Give a Charter Notice of Concern</li><li><input type="checkbox"/> Lift the Charter Notice of Concern</li><li><input type="checkbox"/> Commence Charter Revocation Proceedings</li><li><input type="checkbox"/> Revoke a Charter</li><li><input type="checkbox"/> Board Action, Other _____</li></ul> <p><b>Policies</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment</li><li><input type="checkbox"/> Approve a New Policy</li><li><input type="checkbox"/> Approve an Amendment to an Existing Policy</li></ul>	<p><b>Non-Voting Board Items</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Public Hearing Item</li><li><input type="checkbox"/> Discussion Item</li><li><input type="checkbox"/> Read into Record</li></ul>
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**PREPARED BY:      Nada Mousa, Senior Specialist, School Performance Department**

**SUBJECT:            Charter Review: DC Preparatory Academy Public Charter School**

**DATE:                January 23, 2023**

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**Recommendation**

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

**Charter Review Findings**

DC PCSB staff conducted a 20-year charter review of DC Prep 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

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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.*

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.

Charter Review Findings						
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22					
<b>Charter Goals</b>	DC Prep PCS <b>met</b> its goals. DC PCSB staff did not render a goal attainment determination for DC Prep PCS – Anacostia Middle School (MS).					
<b>Compliance</b>	DC Prep PCS <b>did not</b> violate the law or materially violate its charter.					
<b>Finance</b>	DC Prep 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
DC Prep PCS – Anacostia Elementary School (ES)	78.3%	90.2%	NA <sup>3</sup>			<b>84.3%</b>
DC Prep PCS – Anacostia MS <sup>4</sup>	Not Applicable (NA)					NA
DC Prep PCS – Benning ES	86.9%	84.8%				<b>85.9%</b>
DC Prep PCS – Benning MS	68.0%	70.7%				<b>69.4%</b>
DC Prep PCS – Edgewood ES	85.1%	85.7%				<b>85.4%</b>
DC Prep PCS – Edgewood MS	67.3%	78.9%				<b>73.1%</b>

DC Prep PCS’s charter goals cover the following areas: early childhood performance in reading and math,<sup>5</sup> student progress and achievement in English language arts (ELA) and math, attendance, and re-enrollment. As the chart above reports, DC PCSB staff determined that all applicable DC Prep PCS campuses met their charter

<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 revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

<sup>4</sup> DC Prep PCS – Anacostia MS did not open until SY 2020 – 21. As such, there are no PMF data to report for this campus during the review period.

<sup>5</sup> “Early childhood” refers to grades pre-kindergarten 3 (PK3) and pre-kindergarten 4 (PK4).

goals, meaning DC Prep PCS as a whole met its goals. DC PCSB staff did not render a goal attainment determination for DC Prep PCS – Anacostia MS. The campus opened in SY 2020 – 21, and it does not have any data prior to the COVID-19 pandemic. Per DC PCSB’s *COVID-19 Impact Policy*,<sup>6</sup> DC PCSB will not make a determination of goal attainment for campuses with one or fewer years of pre-pandemic data. The table below lists each charter goal. Not all goals are applicable for all campuses due to the differing grade spans across campuses.

Charter Goals	Met?
Early Childhood Performance in Reading (PK3 – PK4)	Three out of three campuses met this goal.
Early Childhood Performance in Math (PK3 – PK4)	Three out of three campuses met this goal.
Student Progress in Math (Kindergarten – 2)	Three out of three campuses met this goal.
Student Progress in Reading (Kindergarten – 2)	Three out of three campuses met this goal.
Student Achievement in Math (3 – 8)	Four out of four campuses met this goal.
Student Achievement in ELA (3 – 8)	Four out of four campuses met this goal.
Attendance	Six out of six campuses met this goal.
Re-enrollment	Six out of six campuses met this goal.

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

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

### **Additional Academic Data**

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.<sup>7</sup> For schools serving early childhood and elementary students like DC Prep PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, achievement on early childhood assessments, attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). See DC Prep PCS’s SY 2021 – 22 transitional goals performance on pages 27 through 32 of the attached

<sup>6</sup> For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3X80zZX>.

<sup>7</sup> See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3X80zZX>, p. 2.

Preliminary Charter Review Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22 transitional goals data as supplemental evidence of school performance, but only if it helps the school.<sup>8</sup>

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at DC Prep PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See DC Prep PCS's SY 2021 – 22 QSR performance on pages 10 through 12 of the attached Preliminary Charter Review Report.

### **Charter Review Standard**

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>9</sup> As part of this review, DC PCSB must determine whether:

1. The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>10</sup>

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.<sup>11</sup>

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.<sup>12</sup>

### **Background**

DC Prep PCS began operation in 2003 under authorization from DC PCSB, educating students in PK3 through eighth grade. The school enrolls 2,112 students across six campuses located in Wards 5, 7, and 8.<sup>13</sup> DC Prep PCS's mission is to:

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

<sup>9</sup> D.C. Code § 38-1802.12(a)(3).

<sup>10</sup> D.C. Code § 38-1802.13(a).

<sup>11</sup> DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

<sup>12</sup> D.C. Code § 38-1802.13(b).

<sup>13</sup> This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

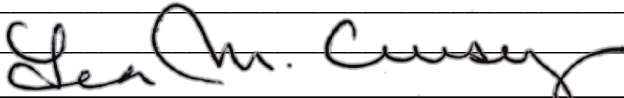
bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

**Notification**

On December 6, 2022, DC PCSB staff notified Advisory Neighborhood Commissioners Patricia Williams (5F03), Ashley Renee Ruff (7F02), Jamila White (8A05), and Alyce McFarland (8B06) of the school's 20-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.<sup>14</sup>

**Attachment to this Proposal**

Attachment A: DC Prep PCS 20-Year Preliminary Charter Review Report

Date: <u>1/23/2023</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:
_____
_____
_____
DC PCS Board Chair Signature: 

<sup>14</sup> See the notice here: <https://bit.ly/3jNTtLg>.



# **2022 – 23 20-Year Charter Review Report DC Preparatory Academy Public Charter School**

**January 23, 2023**

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



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

DC Preparatory Academy Public Charter School (DC Prep PCS) <sup>2,3</sup>						
<b>Review or Renewal</b>	20-year charter review					
<b>Review Period</b>	School year (SY) 2017 – 18 through SY 2021 – 22					
<b>Charter Goals</b>	DC Prep PCS <b>met</b> its goals. DC PCSB did not render a goal attainment determination for DC Prep PCS – Anacostia Middle School (MS).					
<b>Compliance</b>	DC Prep PCS <b>did not</b> violate the law or materially violate its charter.					
<b>Finance</b>	DC Prep PCS <b>did not</b> commit fiscal mismanagement.					
<b>Staff Recommendation</b>	The Board voted 5 – 0 to continue DC Prep PCS’s charter.					
Performance Management Framework (PMF) Outcomes <sup>4</sup>						
Campus	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
DC Prep PCS – Anacostia Elementary School (ES)	78.3%	90.2%	NA <sup>5</sup>			84.3%
DC Prep PCS – Anacostia MS <sup>6</sup>	Not Applicable (NA)					NA
DC Prep PCS – Benning ES	86.9%	84.8%				85.9%
DC Prep PCS – Benning MS	68.0%	70.7%				69.4%
DC Prep PCS – Edgewood ES	85.1%	85.7%				85.4%
DC Prep PCS – Edgewood MS	67.3%	78.9%				73.1%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”<sup>7</sup> As such, DC PCSB

<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/34o3Cae>.

<sup>3</sup> See DC Prep PCS’s Charter Agreement and Amendments, Appendices A1 – A3.

<sup>4</sup> See DC Prep PCS’s PMF scorecards, Appendices B1 – B10.

<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>.

<sup>6</sup> DC Prep PCS – Anacostia MS did not open until SY 2020 – 21. As such, there are no PMF data to report for this campus during the review period.

<sup>7</sup> D.C. Code § 38-1802.12(a)(3).

conducted a 20-year charter review of DC Prep PCS, evaluating the school's progress toward meeting its goals and academic achievement expectations (charter goals). The school's charter goals cover the following areas: early childhood performance in reading and math, student progress and achievement in English language arts (ELA) and math, attendance, and re-enrollment. As the chart above reports, DC PCSB determined that all applicable DC Prep PCS campuses met their charter goals, meaning DC Prep PCS as a whole met its goals. DC PCSB did not render a goal attainment determination for DC Prep PCS – Anacostia MS. The campus opened in SY 2020 – 21, and it does not have any data prior to the COVID-19 pandemic. Per DC PCSB's *COVID-19 Impact Policy*,<sup>8</sup> DC PCSB will not make a determination of goal attainment for campuses with one or fewer years of pre-pandemic data.

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

On January 23, 2023, the Board voted 5 – 0 to continue DC Prep PCS's charter.

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

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

## SCHOOL BACKGROUND

<b>DC Prep PCS</b>			
<b>Year Opened</b>	2003 – 04	<b>Ward(s)</b>	5, 7, and 8
<b>Number of Campuses</b>	6	<b>Year(s) of Previous Review</b>	2008 – 09, 2012 – 13, and 2017 – 18
<b>Chartered Grade Span</b>	Pre-kindergarten 3 (PK3) – 8	<b>Current Enrollment Ceiling</b>	2,806
<b>Current Enrollment and Grade Span<sup>9</sup></b>			
DC Prep PCS – Anacostia ES	DC Prep PCS – Anacostia MS	DC Prep PCS – Benning ES	
407, PK3 – 3	199, 4 – 5	439, PK3 – 3	
DC Prep PCS – Benning MS	DC Prep PCS – Edgewood ES	DC Prep PCS – Edgewood MS	
326, 4 – 8	427, PK3 – 3	316, 4 – 8	
<b>Mission Statement</b>			
DC Prep PCS’s mission is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.			

### **School Overview**

DC Prep PCS opened in 2003 under authorization from DC PCSB, initially operating as a single-campus local education agency (LEA)<sup>10</sup> serving middle schoolers. In the ten years preceding the review period, DC Prep PCS transformed into a multi-campus LEA with three elementary school campuses (grades PK3 – 3) and two middle school campuses (grades 4 – 8). During the review period, DC Prep PCS opened its sixth campus, DC Prep PCS – Anacostia MS.

Across its six campuses, DC Prep PCS aims to provide a curriculum that “empowers students and engages more of their voice.”<sup>11</sup> As such, DC Prep PCS strives to connect its academic vision to its social-emotional skills frameworks. During the review period, all applicable DC Prep PCS campuses achieved Tier 1, high-performance PMF rates, reflecting the school’s commitment to preparing students to succeed in competitive high schools and colleges.

<sup>9</sup> These enrollment figures are based on preliminary, unvalidated data as of October 5, 2022.

<sup>10</sup> An “LEA” is any individual or group of public charter schools operating under a single charter.

<sup>11</sup> See DC Prep PCS’s SY 2020 – 21 Annual Report, Appendix C, p. 3.

**Enrollment and Demographic Data**<sup>12</sup>

DC Prep PCS enrolls students from every ward in the District, though most of its students come from Wards 7 and 8.<sup>13</sup> The tables below show the LEA's enrollment history.<sup>14</sup>

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
<b>Audited Enrollment</b> <sup>15</sup>	1,875	1,952	2,037	2,160	2,153
<b>Enrollment Projections</b> <sup>16</sup>	1,860	1,849	2,104	2,098	2,173
<b>Enrollment Ceiling</b> <sup>17</sup>	1,940	2,175	2,331	2,491	2,653

SY 2021 – 22 Audited Enrollment											
Grade	PK3	Pre-Kindergarten 4 (PK4)	Kindergarten (K)	1	2	3	4	5	6	7	8
DC Prep PCS – Anacostia ES	60	79	76	75	75	76	–	–	–	–	–
DC Prep PCS – Anacostia MS	–	–	–	–	–	–	69	71	–	–	–
DC Prep PCS – Benning ES	66	85	74	76	71	76	–	–	–	–	–
DC Prep PCS – Benning MS	–	–	–	–	–	–	76	76	68	63	54
DC Prep PCS – Edgewood ES	66	82	78	71	71	72	–	–	–	–	–
DC Prep PCS – Edgewood MS	–	–	–	–	–	–	68	75	71	71	58

<sup>12</sup> See DC Prep PCS's historical enrollment, Appendix D.

<sup>13</sup> Ibid.

<sup>14</sup> The “–” symbol notes campuses that did not or do not enroll the corresponding grade(s) or student group(s).

<sup>15</sup> OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

<sup>16</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>17</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.

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

<b>Student Group</b>	<b>Percentage Enrolled</b>
<b>At-Risk Students</b> <sup>18</sup>	57.7%
<b>English Learners</b> <sup>19</sup>	5.3%
<b>Students with Disabilities (SWD)</b> <sup>20</sup>	11.2%
<b>American Indian or Alaska Native</b>	0.1%
<b>Asian</b>	–
<b>Black or African American</b>	89.5%
<b>Hispanic/Latino</b>	6.5%
<b>Multiracial</b>	3.3%
<b>Native Hawaiian or Other Pacific Islander</b>	–
<b>White</b>	0.4%

### **School Climate**

The charts below report DC Prep PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-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 continuance decision. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.<sup>21</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

<sup>18</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>19</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>20</sup> Students with disabilities are students identified as having an Individualized Education Program (IEP). For demographic data, DC PCSB counts any student who was identified as SWD through the year in the final calculation.

<sup>21</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, 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.

charts below detail DC Prep PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.<sup>22</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>23</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
DC Prep PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.2%
DC Prep PCS	K – 5	4.4%	0.0%	9.8%
Sector		7.3%	1.5%	11.0%
DC Prep PCS	6 – 8	12.1%	0.0%	17.6%
Sector		17.1%	8.7%	21.5%

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
DC Prep PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
DC Prep PCS	K – 5	0.6%	0.0%	2.3%
Sector		3.5%	0.4%	5.2%
DC Prep PCS	6 – 8	8.1%	0.0%	11.3%
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
DC Prep PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
DC Prep PCS	K – 5	3.0%	1.4%	5.9%
Sector		2.4%	0.4%	4.0%
DC Prep PCS	6 – 8	7.1%	4.2%	7.8%
Sector		10.0%	3.9%	9.9%

<sup>22</sup> For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including DC Prep PCS, is too small to report.

<sup>23</sup> DC PCSB does not report values when the n-size is less than 10.

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail DC Prep 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
DC Prep PCS	PK3 – PK4	8.2%	0.0%	0.0%
Sector		5.6%	4.2%	4.0%
DC Prep PCS	K – 5	4.3%	2.1%	5.1%
Sector		4.6%	2.2%	4.0%
DC Prep PCS	6 – 8	3.6%	3.5%	6.5%
Sector		5.5%	4.4%	5.5%

SY 2019 – 20 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
DC Prep PCS	PK3 – PK4	2.8%	0.0%	0.0%
Sector		3.7%	4.7%	2.9%
DC Prep PCS	K – 5	4.6%	4.2%	4.6%
Sector		2.9%	2.3%	3.1%
DC Prep PCS	6 – 8	1.7%	0.0%	3.2%
Sector		3.3%	1.4%	3.7%

SY 2020 – 21 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
DC Prep PCS	PK3 – PK4	2.8%	0.0%	8.1%
Sector		3.6%	3.7%	3.2%
DC Prep PCS	K – 5	0.7%	2.6%	1.0%
Sector		1.6%	1.4%	1.4%
DC Prep PCS	6 – 8	0.6%	0.0%	0.0%
Sector		1.2%	1.0%	0.9%



SY 2021 – 22 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
DC Prep PCS	PK3 – PK4	8.9%	0.0%	4.4%
Sector		6.9%	4.6%	4.1%
DC Prep PCS	K – 5	5.6%	4.3%	7.0%
Sector		5.0%	2.9%	3.9%
DC Prep PCS	6 – 8	3.8%	0.0%	1.6%
Sector		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 DC Prep 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 number of students (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
DC Prep PCS	PK3 – PK4	89.5%	94.6%	91.3%
Sector		87.9%	91.8%	90.4%
DC Prep PCS	K – 5	91.7%	94.1%	91.6%
Sector		91.4%	94.9%	91.9%
DC Prep PCS	6 – 8	92.2%	97.1%	91.8%
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
DC Prep PCS	PK3 – PK4	88.5%	94.8%	89.7%
Sector		88.6%	91.5%	90.3%
DC Prep PCS	K – 5	92.0%	92.7%	92.4%
Sector		92.3%	94.9%	92.9%
DC Prep PCS	6 – 8	93.6%	95.0%	92.4%
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
DC Prep PCS	PK3 – PK4	70.4%	85.2%	78.6%
Sector		72.0%	85.1%	79.1%
DC Prep PCS	K – 5	84.4%	93.2%	85.4%
Sector		85.7%	92.8%	87.8%
DC Prep PCS	6 – 8	89.7%	89.2%	90.6%
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
DC Prep PCS	PK3 – PK4	80.4%	92.8%	81.6%
Sector		77.5%	85.6%	81.7%
DC Prep PCS	K – 5	87.3%	92.2%	88.5%
Sector		81.9%	90.6%	84.8%
DC Prep PCS	6 – 8	87.1%	89.8%	88.3%
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>24</sup> During SY 2021 – 22, in anticipation of this review, DC PCSB staff conducted QSR visits at DC Prep PCS campuses.<sup>25</sup>

<sup>24</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

<sup>25</sup> See DC Prep PCS's SY 2021 – 22 QSR Reports, Appendices E1 – E6.

In the classroom environment domain, across most campuses, observers noted most interactions between teachers and students and among students were respectful and warm. Teachers held high expectations for students and insisted they answer questions and remain on-task during instruction. Across all campuses, student behavior was almost entirely appropriate as students followed well-established routines. However, in some classrooms, teachers used sarcasm and harsh redirections when correcting misbehavior.

In the instruction domain, across all campuses, observers noted teachers clearly stated the learning objective. When appropriate, teachers modeled directions and tasks for students. Across most campuses, students engaged in rigorous academic content. Teachers used various discussion techniques to engage students throughout lessons. However, in some classrooms, teachers dominated discussions, providing limited opportunities for students to intellectually engage their peers.

After conducting unannounced observations,<sup>26</sup> the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of DC Prep PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms in SY 2021 – 22 that received proficient and distinguished ratings in each domain.

Campus/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
DC Prep PCS – Anacostia ES	85.0%	68.0%
DC Prep PCS – Anacostia MS	63.0%	67.0%
DC Prep PCS – Benning ES	80.0%	70.0%
DC Prep PCS – Benning MS	86.0%	72.0%
DC Prep PCS – Edgewood ES	98.0%	66.0%
DC Prep PCS – Edgewood MS	78.0%	82.0%
Average score for pre-kindergarten (PK) – 8 public charter schools	89.0%	80.0%

The following DC Prep PCS campuses scored below average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22: DC Prep PCS – Anacostia ES, DC Prep PCS – Anacostia MS, DC Prep PCS – Benning ES, and DC Prep PCS – Benning MS. DC Prep PCS – Edgewood ES scored above average in the classroom environment domain, but below average in the instruction domain. DC Prep PCS –

<sup>26</sup> During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school's core content classes. The QSR team also observed electives when the coursework was an essential part of the school's mission.

Edgewood MS scored below average in the classroom environment domain, but above average in the instruction domain.

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments DC Prep 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>27</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>28</sup>

Of the 30 ELA samples DC Prep PCS submitted, 16 received an overall rating of "sufficient." These assignments were based on a high-quality text and reached the depth of the grade-level standard. Three assignments received an overall rating of "minimal." While these assignments aligned to a grade-appropriate text, they did not reach the full depth of the targeted standard, or the task only integrated one grade-level standard in service of comprehension. Eleven assignments received an overall rating of "no opportunity." These assignments did not align to a grade-appropriate text and did not reach the full depth of the targeted grade-level standard.

Of the 30 math samples DC Prep PCS submitted, 20 assignments received an overall rating of "sufficient." These assignments reached the full depth of the grade-level standard and allowed students to connect academic content to real-world experiences. Four assignments received an overall rating of "minimal." These assignments did not connect academic content to real-world experiences. Six assignments received an overall rating of "no opportunity." These assignments did not reach the depth of the targeted standard and did not allow students to connect academic content to real-world experiences.<sup>29</sup>

## **Previous Charter Reviews**

### **Five-Year Review**

In SY 2008 – 09, DC PCSB conducted a five-year review of DC Prep PCS and found the school met the standard for charter continuance.<sup>30</sup> DC PCSB determined the school met two out of three academic standards and all non-academic and organizational performance standards. In January 2009, DC PCSB voted to continue the school's charter.

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<sup>27</sup> See the protocol here: <https://bit.ly/3PfYLKH>.

<sup>28</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."

<sup>29</sup> Ibid.

<sup>30</sup> See DC Prep PCS's Five-Year Review Report, Appendix F.

### 10-Year Review

In SY 2012 – 13, DC PCSB conducted a 10-year review of DC Prep PCS and found the school met the standard for charter continuance.<sup>31</sup> DC PCSB determined the LEA met its charter goals. Further, per the 10-year review report, DC Prep PCS – Edgewood MS “achieved the highest PMF score of all DC public charter schools in SY 2010 – 11 and SY 2011 – 12.”<sup>32</sup> In June 2013, DC PCSB voted to continue the school’s charter.

### 15-Year Renewal

In SY 2017 – 18, DC PCSB conducted a 15-year renewal of DC Prep PCS and found the school met the standard for renewal.<sup>33</sup> Ahead of the renewal, the LEA adopted the PMF as its goals. In doing so, DC Prep PCS agreed to achieve a PMF score equal to or exceeding 50.0% at all but one of its campuses over the review period. (DC Prep PCS – Anacostia ES, which opened later than the other campuses, was required to achieve a PMF score equal to or exceeding 40.0%.) DC PCSB determined all five campuses met their charter goals. In December 2017, DC PCSB voted to renew the school’s charter for another 15-year term.

### **Communication with the School**

In June 2022, DC PCSB staff met with DC Prep PCS staff to discuss the school’s 20-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

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<sup>31</sup> See DC Prep PCS’s 10-year Review Report, Appendix G.

<sup>32</sup> Ibid., p. 3.

<sup>33</sup> See DC Prep PCS’s 15-year Renewal Report, Appendix H.

## **CHARTER REVIEW STANDARD**

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>34</sup> As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>35</sup>

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.<sup>36</sup>

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.<sup>37</sup>

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<sup>34</sup> D.C. Code § 38-1802.12(a)(3).

<sup>35</sup> D.C. Code § 38-1802.13(a).

<sup>36</sup> DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

<sup>37</sup> D.C. Code § 38-1802.13(b).

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

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

DC Prep PCS's 2018 renewal agreement includes eight charter goals.<sup>38</sup> The chart below summarizes whether DC Prep PCS met its charter goals. Not all goals are applicable for all campuses due to the differing grade spans across campuses.

<b>Charter Goals</b>		<b>Met?</b>
1	Early Childhood Performance in Reading (Grades PK3 – PK4)	Three out of three campuses met this goal.
2	Early Childhood Performance in Math (Grades PK3 – PK4)	Three out of three campuses met this goal.
3	Student Progress in Math (Grades K – 2)	Three out of three campuses met this goal.
4	Student Progress in Reading (Grades K – 2)	Three out of three campuses met this goal.
5	Student Achievement in Math (Grades 3 – 8)	Four out of four campuses met this goal.
6	Student Achievement in ELA (Grades 3 – 8)	Four out of four campuses met this goal.
7	Attendance	Six out of six campuses met this goal.
8	Re-enrollment	Six out of six campuses met this goal.

The remainder of this section includes a description of each charter goal, along with DC PCSB's corresponding assessment and determination. This section ends with a review of supplemental academic data, separate and apart from the school's charter goals, and a narrative from the school regarding the effects of the COVID-19 pandemic on SY 2020 – 21.<sup>39</sup>

<b>Key for Charter Goals Charts</b>	
Green	Equal to or greater than the target
Red	Less than the target
Grey	Data not available (NA) or data not used for goal determination. <sup>40</sup>
n < 10	The number of test takers (n-size) is less than 10

<sup>38</sup> See DC Prep PCS's Charter Renewal Agreement, Appendix A1.

<sup>39</sup> Though charter goals data may have been unavailable or impractical to collect during the COVID-19 pandemic, DC PCSB surveyed LEAs with school-specific charter goals to get additional context on the programmatic changes they made and the challenges they faced because of COVID-19.

<sup>40</sup> Per the *COVID-19 Impact Policy*, schools will be assessed on goal attainment using data prior to the COVID-19 pandemic. DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data.

Furthermore, DC PCSB reports SY 2020 – 21 and SY 2021 – 22 data as it pertains to goals, but it does not assess whether the school met its targets in those years. For details, see the *COVID-19 Impact Policy* here:

<https://bit.ly/3fy5zDo>

**1. Early Childhood Performance in Reading (Grades PK3 – PK4)**

80.0% of PK students (combined) will achieve a scaled score of 86 or higher on the spring assessment of the Peabody Picture Vocabulary Test (PPVT).

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

Early Childhood Performance in Reading (Grades PK3 – PK4)										
Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
DC Prep PCS – Anacostia ES	94.5%	80.0%	96.0%	80.0%	NA		74.5%	80.0%	82.6%	80.0%
<i>n-size</i>	146		150				141		132	
DC Prep PCS – Benning ES	96.7%	80.0%	98.6%	80.0%			79.9%	80.0%	78.4%	80.0%
<i>n-size</i>	151		140				149		134	
DC Prep PCS – Edgewood ES	95.9%	80.0%	98.0%	80.0%			84.5%	80.0%	85.1%	80.0%
<i>n-size</i>	147		147				142		141	

**Determination:** DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, and DC Prep PCS – Edgewood ES met this goal.

**2. Early Childhood Performance in Math (Grades PK3 – PK4)**

70.0% of PK students will achieve a scaled score of 90 or higher on the spring assessment of the Test of Early Math Ability (TEMA).

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

Early Childhood Performance in Math (Grades PK3 – PK4)										
Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
DC Prep PCS – Anacostia ES	95.2%	70.0%	98.0%	70.0%	NA		64.5%	70.0%	87.9%	70.0%
<i>n-size</i>	146		150				141		132	
DC Prep PCS – Benning ES	98.0%	70.0%	98.6%	70.0%			69.8%	70.0%	85.8%	70.0%
<i>n-size</i>	151		140				149		134	



### Early Childhood Performance in Math (Grades PK3 – PK4)

Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
DC Prep PCS – Edgewood ES	95.2%	70.0%	94.6%	70.0%			81.7%	70.0%	92.9%	70.0%
<i>n-size</i>	147		147						142	

**Determination: DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, and DC Prep PCS – Edgewood ES met this goal.**

### 3. Student Progress in Math (Grades K – 2)

60.0% of all K – 2 students will achieve at or above the 50th percentile or meet/exceed their typical spring growth targets in math based on Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) national norms by June of each year.

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

### Student Progress in Math on NWEA MAP (Grades K – 2)

Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22					
	School	Target	School	Target	School	Target	School	Target	School	Target				
DC Prep PCS – Anacostia ES	76.9%	60.0%	82.9%	60.0%	NA				60.8%	60.0%				
<i>n-size</i>	143		216										212	
DC Prep PCS – Benning ES	77.9%	60.0%	83.8%	60.0%									60.6%	60.0%
<i>n-size</i>	217		216										213	
DC Prep PCS – Edgewood ES	84.9%	60.0%	86.2%	60.0%									66.2%	60.0%
<i>n-size</i>	219		218										216	

**Determination: DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, and DC Prep PCS – Edgewood ES met this goal.**

### 4. Student Progress in Reading (Grades K – 2)

60.0% of K – 2 students will achieve at or above the 50th percentile or meet/exceed their typical spring growth targets in reading based on the NWEA MAP national norms by June of each year.

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

Student Progress in Reading on NWEA MAP (Grades K – 2)										
Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
DC Prep PCS – Anacostia ES	78.3%	60.0%	76.4%	60.0%	NA				57.1%	60.0%
<i>n-size</i>	143		216						212	
DC Prep PCS – Benning ES	82.9%	60.0%	74.5%	60.0%					59.6%	60.0%
<i>n-size</i>	217		216						213	
DC Prep PCS – Edgewood ES	77.6%	60.0%	78.4%	60.0%					66.7%	60.0%
<i>n-size</i>	219		218						216	

**Determination:** DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, and DC Prep PCS – Edgewood ES met this goal.

**5. Student Achievement in Math (Grades 3 – 8)**

Each campus will meet both of the following targets:

- A) The percent of students earning a level 4 or above on the Partnership for Assessment of Readiness for College and Careers (PARCC) math assessment will exceed the percent of students city-wide in tested grades served by the campus who reach a level 4 or above.
- B) The percent of students earning a level 3 or above on the PARCC math assessment will exceed the percent of students city-wide in tested grades served by the campus who reach a level 3 or above.

The chart below shows the LEA's performance by campus on this goal.

Student Achievement in Math on PARCC										
Campus	Level	2017 – 18		2018 – 19		2019 – 20	2020 – 21	2021 – 22		
		School	Target	School	Target	School	Target	School	Target	
DC Prep PCS – Anacostia ES	% 3+	NA <sup>41</sup>				NA			33.3%	47.5%
	% 4+								13.9%	27.6%
<i>n-size</i>				144						
DC Prep PCS – Anacostia MS	% 3+	NA <sup>42</sup>							27.9%	43.1%
	% 4+								6.2%	22.3%
<i>n-size</i>				259						
DC Prep PCS – Benning ES	% 3+	75.0%	64.4%	73.6%	67.6%				46.5%	47.5%
	% 4+	42.1%	40.8%	51.4%	41.8%				18.3%	27.6%
<i>n-size</i>		76		72					142	
DC Prep PCS – Benning MS	% 3+	72.0%	52.9%	66.9%	53.6%				39.3%	39.9%
	% 4+	47.1%	28.1%	38.9%	28.6%	11.3%	19.0%			
<i>n-size</i>		325		332		652				
DC Prep PCS – Edgewood ES	% 3+	64.6%	73.3%	82.6%	67.6%	42.3%	47.5%			
	% 4+	52.0%	40.8%	50.7%	41.8%	25.4%	27.6%			
<i>n-size</i>		75		69		142				
DC Prep PCS – Edgewood MS	% 3+	82.2%	52.9%	83.8%	53.6%	47.7%	39.9%			
	% 4+	55.2%	28.1%	54.9%	28.6%	23.4%	19.0%			
<i>n-size</i>		326		328		660				

**Determination:**

- DC Prep PCS – Benning ES, DC Prep PCS – Benning MS, DC Prep PCS – Edgewood ES, and DC Prep PCS – Edgewood MS met this goal.

<sup>41</sup> Students take PARCC beginning in third grade. DC Prep PCS – Anacostia ES did not enroll students past second grade in SY 2017 – 18 and SY 2018 – 19. Consequently, the campus does not have PARCC data for those years.

<sup>42</sup> DC Prep PCS – Anacostia MS opened in SY 2020 – 21. Consequently, the campus does not have PARCC data for SY 2017 – 18 and SY 2018 – 19.

- **DC PCSB is unable to determine whether DC Prep PCS – Anacostia ES and DC Prep PCS – Anacostia MS met this goal based on the lack of available data.**

### 6. Student Achievement in ELA (Grades 3 – 8)

Each campus will meet both of the following targets:

- The percent of students earning a level 4 or above on the PARCC ELA assessment will exceed the percent of students city-wide in tested grades served by the campus who reach a level 4 or above.
- The percent of students earning a level 3 or above on the PARCC ELA assessment will exceed the percent of students city-wide in tested grades served by the campus who reach a level 3 or above.

The chart below shows the LEA's performance by campus on this goal.

Student Achievement in ELA on PARCC													
Campus	Level	2017 – 18		2018 – 19		2019 – 20	2020 – 21	2021 – 22					
		School	Target	School	Target	School	Target	School	Target				
DC Prep PCS – Anacostia ES	% 3+	NA						27.8%	43.6%				
	% 4+							11.1%	24.9%				
<i>n-size</i>								144					
DC Prep PCS – Anacostia MS	% 3+							40.6%	51.2%				
	% 4+							10.9%	30.3%				
<i>n-size</i>								257					
DC Prep PCS – Benning ES	% 3+							67.1%	53.3%	63.9%	54.2%	28.2%	43.6%
	% 4+							34.2%	30.8%	44.4%	33.1%	5.6%	24.9%
<i>n-size</i>								76		72		142	
DC Prep PCS – Benning MS	% 3+							66.8%	58.6%	70.2%	62.1%	52.1%	53.7%
	% 4+	44.9%	34.6%	46.4%	38.6%	29.8%	31.0%						
<i>n-size</i>		325		332		652							
DC Prep PCS – Edgewood ES	% 3+	64.0%	53.3%	69.6%	54.2%	40.8%	43.6%						
	% 4+	40.0%	30.8%	37.7%	33.1%	25.4%	24.9%						
<i>n-size</i>		75		69		142							
DC Prep PCS – Edgewood MS	% 3+	74.5%	58.6%	75.9%	62.1%	59.9%	53.7%						
	% 4+	55.5%	34.6%	53.0%	38.6%	27.1%	31.0%						
<i>n-size</i>		326		328		660							

**Determination:**

- **DC Prep PCS – Benning ES, DC Prep PCS – Benning MS, DC Prep PCS – Edgewood ES, and DC Prep PCS – Edgewood MS met this goal.**
- **DC PCSB is unable to determine whether DC Prep PCS – Anacostia ES and DC Prep PCS – Anacostia MS met this goal based on the lack of available data.**

**7. Attendance**

Each campus will achieve an average in-seat attendance (ISA) rate of at least 90.0% across the review period. The ISA rate measures the percentage of students who were present each day.

The chart below shows the LEA’s performance by campus on this goal.

In-Seat Attendance							
Campus	2017 – 18	2018 – 19	Average	2019 – 20	2020 – 21	2021 – 22	Target
DC Prep PCS – Anacostia ES	90.5%	92.1%	91.3%	NA	84.0%	86.2%	90.0%
DC Prep PCS – Anacostia MS	NA				93.2%	88.7%	90.0%
DC Prep PCS – Benning ES	92.2%	92.2%	92.2%		84.4%	86.4%	90.0%
DC Prep PCS – Benning MS	93.1%	93.4%	93.3%		91.6%	87.9%	90.0%
DC Prep PCS – Edgewood ES	94.1%	94.1%	94.1%		91.3%	88.9%	90.0%
DC Prep PCS – Edgewood MS	93.4%	94.2%	93.8%		93.6%	90.9%	90.0%

**Determination:**

- **DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, DC Prep PCS – Benning MS, DC Prep PCS – Edgewood ES, and DC Prep PCS – Edgewood MS met this goal.**
- **DC PCSB is unable to determine whether DC Prep PCS – Anacostia MS met this goal based on the lack of available data.**

**8. Re-enrollment**

Each campus will achieve an average re-enrollment rate of at least 75.0% each year. The re-enrollment rate measures the percentage of eligible students who returned to the school the following year.<sup>43</sup>

<sup>43</sup> For eligibility criteria, see the 2019 – 20 PMF Policy and Technical Guide here: <https://bit.ly/3aRYFW2>.

The chart below shows the LEA's performance by campus on this goal.

Re-enrollment										
Campus	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
DC Prep PCS – Anacostia ES	80.0%	75.0%	83.5%	75.0%	NA		88.8%	75.0%	86.1%	75.0%
DC Prep PCS – Anacostia MS	NA						NA	75.0%	88.7%	75.0%
DC Prep PCS – Benning ES	90.6%	75.0%	86.6%	75.0%			91.8%	75.0%	87.7%	75.0%
DC Prep PCS – Benning MS	89.6%	75.0%	92.3%	75.0%			93.6%	75.0%	91.2%	75.0%
DC Prep PCS – Edgewood ES	88.7%	75.0%	89.1%	75.0%			82.3%	75.0%	85.2%	75.0%
DC Prep PCS – Edgewood MS	82.9%	75.0%	88.4%	75.0%			95.6%	75.0%	94.1%	75.0%

**Determination:**

- DC Prep PCS – Anacostia ES, DC Prep PCS – Benning ES, DC Prep PCS – Benning MS, DC Prep PCS – Edgewood ES, and DC Prep PCS – Edgewood MS met this goal.
- DC PCSB is unable to determine whether DC Prep PCS – Anacostia MS met this goal based on the lack of available data.

## **Additional Data**

### Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school serves different student populations.

DC PCSB uses the PARCC assessment to measure academic growth and proficiency. The student group charts below show the school's ELA and math growth and proficiency rates as compared to the District's charter sector (sector) averages for that student group. For schools ending in grades four through eight, DC PCSB uses the median growth percentile (MGP) on PARCC as the measure of student growth over the course of a year. 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.<sup>44</sup> Student proficiency is measured by student performance on the PARCC assessment, with level 4+ considered proficient and advanced.<sup>45</sup> The charts below show performance by campus and student group in both ELA and math as compared to the sector average for students of that student group in the same grade band.<sup>46</sup>

The following charts do not display student group categories with less than 10 test takers. Since DC Prep PCS – Anacostia ES did not enroll students in third grade in SY 2017 – 18 and SY 2018 – 19, DC PCSB does not have additional student group data to display for this campus.

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

### *ELA MGP Growth Rates by Student Group*

<b>School Year</b>		<b>2017 – 18</b>		<b>2018 – 19</b>	
<b>Campus</b>	<b>Student Group</b>	<b>Campus Rate</b>	<b>Sector Rate</b>	<b>Campus Rate</b>	<b>Sector Rate</b>
	At-Risk	38.9%	44.5%	49.6%	47.4%

<sup>44</sup> MGP is a measure that compares a given public charter school's students' performance to students in both the charter sector and DC Public Schools.

<sup>45</sup> The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

<sup>46</sup> DC PCSB calculates MGP rates for students in fourth through eighth grade who have two consecutive years of valid scores. As such, there is no growth data for DC Prep PCS's elementary campuses because they each only serve students up to third grade.

School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
DC Prep PCS – Benning MS	Students with Disabilities	44.1%	39.6%	51.5%	43.5%
	Black or African American	44.8%	44.5%	52.1%	48.9%
	Hispanic/Latino	40.0%	51.6%	55.6%	53.5%
	Female	44.5%	50.1%	54.6%	54.0%
	Male	46.2%	42.5%	47.5%	47.0%
DC Prep PCS – Edgewood MS	At-Risk	44.4%	44.5%	56.8%	47.4%
	Students with Disabilities	44.6%	39.6%	56.6%	43.5%
	Black or African American	42.4%	44.5%	55.6%	48.9%
	Hispanic/Latino	40.0%	51.6%	54.9%	53.5%
	Female	42.8%	50.1%	53.2%	54.0%
	Male	40.9%	42.5%	54.6%	47.0%

*Math MGP Growth Rates by Student Group*

School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
DC Prep PCS – Benning MS	At-Risk	53.5%	46.0%	52.0%	46.0%
	Students with Disabilities	51.8%	43.0%	42.1%	44.5%
	Black or African American	52.9%	47.0%	53.5%	47.5%
	Hispanic/Latino	81.0%	50.4%	77.9%	50.5%
	Female	53.5%	50.0%	56.4%	51.5%
	Male	54.2%	47.0%	51.3%	47.0%
DC Prep PCS – Edgewood MS	At-Risk	54.7%	46.0%	60.2%	46.0%
	English Learner	n < 10	47.9%	61.0%	49.1%
	Students with Disabilities	46.1%	43.0%	62.0%	44.5%
	Black or African American	55.0%	47.0%	59.5%	47.5%
	Hispanic/Latino	54.2%	50.4%	69.5%	50.5%
	Female	54.0%	50.0%	60.4%	51.5%
	Male	55.9%	47.0%	62.0%	47.0%

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

School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
DC Prep PCS – Benning ES	At-Risk	28.3%	21.8%	31.6%	25.0%
	Students with Disabilities	10.0%	5.8%	10.0%	9.0%



School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
	Black or African American	32.9%	28.3%	45.5%	32.6%
	Hispanic/Latino	40.0%	39.2%	38.5%	44.9%
	Female	29.3%	26.7%	51.5%	30.3%
	Male	28.3%	21.8%	31.6%	25.0%
DC Prep PCS – Benning MS	At-Risk	39.0%	21.8%	41.0%	25.0%
	Student with Disabilities	7.9%	5.8%	5.1%	9.0%
	Black or African American	43.9%	28.3%	45.0%	32.6%
	Hispanic/Latino	61.5%	33.3%	71.4%	35.6%
	Female	49.4%	39.2%	55.2%	44.9%
	Male	39.9%	26.7%	35.8%	30.3%
DC Prep PCS– Edgewood ES	At-Risk	18.5%	21.8%	39.3%	25.0%
	Students with Disabilities	18.2%	5.8%	16.7%	9.0%
	Black or African American	38.8%	28.3%	39.7%	32.6%
	Female	58.3%	39.2%	52.8%	44.9%
	Male	23.1%	26.7%	21.2%	30.3%
DC Prep PCS– Edgewood MS	At-Risk	44.0%	21.8%	42.9%	25.0%
	English Learner	50.0%	16.4%	7.7%	12.0%
	Students with Disabilities	16.3%	5.8%	18.9%	9.0%
	Black or African American	51.2%	28.3%	53.4%	32.6%
	Hispanic/Latino	52.6%	33.3%	46.2%	35.6%
	Female	54.9%	39.2%	56.6%	44.9%
	Male	48.2%	26.7%	49.4%	30.3%

Math PARCC (4+) Proficiency Rates by Student Group

School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
DC Prep PCS – Benning ES	At-Risk	41.3%	21.3%	39.5%	22.6%
	Students with Disabilities	10.0%	7.2%	10.0%	8.9%
	Black or African American	39.7%	27.4%	51.5%	28.7%
	Female	37.1%	32.9%	43.6%	35.3%
	Male	46.3%	29.6%	60.6%	30.7%
DC Prep PCS – Benning MS	At-Risk	42.8%	21.3%	32.9%	22.6%
	Students with Disabilities	9.5%	7.2%	6.8%	8.9%
	Black or African American	45.9%	27.4%	37.7%	28.7%

School Year		2017 – 18		2018 – 19	
Campus	Student Group	Campus Rate	Sector Rate	Campus Rate	Sector Rate
	Hispanic/Latino	61.5%	25.5%	57.1%	27.4%
	Female	50.0%	32.9%	42.0%	35.3%
	Male	43.8%	29.6%	35.1%	30.7%
DC Prep PCS – Edgewood ES	At-Risk	29.6%	21.3%	42.9%	22.6%
	Students with Disabilities	27.3%	7.2%	16.7%	8.9%
	Black or African American	56.7%	27.4%	50.0%	28.7%
	Female	61.1%	32.9%	55.6%	35.3%
	Male	43.6%	29.6%	45.5%	30.7%
DC Prep PCS – Edgewood MS	At-Risk	44.8%	21.3%	41.9%	22.6%
	English Learner	50.0%	15.8%	15.4%	14.0%
	Students with Disabilities	14.3%	7.2%	13.2%	8.9%
	Black or African American	53.7%	27.4%	55.5%	28.7%
	Hispanic/Latino	63.2%	25.5%	38.5%	27.4%
	Female	53.1%	32.9%	53.6%	35.3%
	Male	57.3%	29.6%	56.2%	30.7%

ACCESS for English Language Learners 2.0 Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC’s annual English language proficiency assessment for grades K – 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a 5.0 or higher, indicating English language proficiency. OSSE calculates the percentage of English learners making progress toward achieving English language proficiency as measured by their performance on the ACCESS, meeting a specified growth target.

OSSE reports ACCESS growth for campuses with 10 or more eligible test takers. DC Prep PCS – Edgewood ES and DC Prep PCS – Edgewood MS are the two DC Prep PCS campuses with 10 or more eligible test takers during the review period. The following chart shows the percentage of English learners at DC Prep – Edgewood ES and DC Prep PCS – Edgewood MS who demonstrated language proficiency growth relative to the overall state average.

ACCESS Growth Elementary Framework						
Campus	2017 – 18		2018 – 19		2019 – 20	2021 – 22
	School	State	School	State		
DC Prep PCS – Edgewood ES	18.8%	50.9%	5.9%	37.1%	NA <sup>47</sup>	
DC Prep PCS – Edgewood MS	n < 10	50.9%	41.7%	37.1%		

### 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>48</sup> For schools serving K – 8 students, transitional goals data includes results from a school-selected, nationally normed growth assessment. DC Prep PCS elected to administer NWEA MAP as its growth assessment. Transitional goals also include standard data collection, to the extent available, of PARCC (4+), achievement on early childhood assessments,<sup>49</sup> ISA, re-enrollment and CLASS. The charts below show the school’s overall and student group performance on each transitional goals measure.

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

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>50</sup>		
		n-size	ELA	Math
DC Prep PCS – Anacostia ES	<b>All Students</b>	<b>212</b>	<b>57.1</b>	<b>60.8</b>
	At-Risk	142	33.0	43.5
	English Learner	n < 10	n < 10	n < 10
	SWDs	22	16.0	22.5
	Black or African American	198	41.0	48.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	89	56.0	43.0
	Male	123	36.0	52.0

<sup>47</sup> For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available. While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

<sup>48</sup> See DC PCSB’s transitional goals description in the COVID-19 Impact Policy, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>49</sup> In this context, “early childhood” refers to PK3 and PK4.

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

Campus	Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>50</sup>		
		n-size	ELA	Math
DC Prep PCS – Benning ES	<b>All Students</b>	<b>213</b>	<b>43.0</b>	<b>53.0</b>
	At-Risk	131	41.0	44.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	22	29.0	20.0
	Black or African American	198	44.0	53.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	10	47.5	51.0
	Female	101	53.0	48.0
	Male	112	39.5	53.5
DC Prep PCS – Edgewood ES	<b>All Students</b>	<b>216</b>	<b>50.0</b>	<b>58.0</b>
	At-Risk	119	46.0	59.0
	English Learner	29	63.0	47.0
	SWDs	31	63.0	65.0
	Black or African American	179	48.0	59.0
	Hispanic/Latino	22	58.0	43.5
	White	n < 10	n < 10	n < 10
	Other Races	14	70.0	59.5
	Female	121	55.0	55.0
	Male	95	46.0	65.0

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

Campus	Student Group	2021 – 22 Median CGP		
		n-size	ELA	Math
DC Prep PCS – Anacostia MS	<b>All Students</b>	<b>147</b>	<b>&lt;5.0</b>	<b>36.0</b>
	At-Risk	106	<5.0	31.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	27	<5.0	25.0
	Black or African American	144	<5.0	37.0
	Hispanic/Latino	n < 10	n < 10	n < 10
	Other Races	n < 10	n < 10	n < 10
	Female	64	8.5	31.0
	Male	83	<5.0	37.0
DC Prep PCS –	<b>All Students</b>	<b>341</b>	<b>19.0</b>	<b>26.0</b>

Campus	Student Group	2021 – 22 Median CGP		
		n-size	ELA	Math
Benning MS	At-Risk	206	16.0	21.0
	English Learner	n < 10	n < 10	n < 10
	SWDs	53	9.0	5.0
	Black or African American	319	18.0	26.0
	Hispanic/Latino	17	28.0	40.0
	Other Races	n < 10	n < 10	n < 10
	Female	167	23.0	26.0
	Male	174	12.5	27.5
DC Prep PCS – Edgewood MS	<b>All Students</b>	<b>348</b>	<b>29.0</b>	<b>52.5</b>
	At-Risk	148	21.0	46.5
	English Learner	37	22.0	54.0
	SWDs	59	16.0	25.0
	Black or African American	300	32.0	52.0
	Hispanic/Latino	37	21.0	56.0
	White	n < 10	n < 10	n < 10
	Other Races	10	17.0	21.5
	Female	169	30.0	48.0
	Male	179	28.0	57.0

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

Campus	Student Group	2021 – 22 Proficiency Rate	
		ELA	Math
DC Prep PCS – Anacostia ES	All Students	<b>11.1%</b>	<b>13.9%</b>
	At-Risk	10.7%	12.5%
	English Learner	n < 10	n < 10
	SWDs	<5.0%	<5.0%
	Black or African American	11.4%	14.3%
	Hispanic/Latino	n < 10	n < 10
	Female	12.1%	9.1%
	Male	10.3%	17.9%
DC Prep PCS –	All Students	<b>10.9%</b>	<b>6.2%</b>
	At-Risk	5.7%	<5.0%
	English Learner	n < 10	n < 10
	SWDs	<5.0%	<5.0%

Campus	Student Group	2021 – 22 Proficiency Rate	
		ELA	Math
Anacostia MS	Black or African American	11.1%	6.3%
	Hispanic/Latino	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	18.9%	9.3%
	Male	5.3%	<5.0%
DC Prep PCS – Benning ES	All Students	<b>5.6%</b>	<b>18.3%</b>
	At-Risk	<5.0%	8.9%
	English Learner	n < 10	n < 10
	SWDs	<5.0%	<5.0%
	Black or African American	<5.0%	18.5%
	Hispanic/Latino	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	10.3%	20.5%
	Male	<5.0%	15.6%
DC Prep PCS – Benning MS	All Students	<b>30.2%</b>	<b>11.6%</b>
	At-Risk	26.3%	9.3%
	English Learner	n < 10	n < 10
	SWDs	7.8%	<5.0%
	Black or African American	29.7%	10.5%
	Hispanic/Latino	47.1%	35.3%
	Other Races	n < 10	n < 10
	Female	37.5%	11.3%
	Male	23.2%	11.9%
DC Prep PCS – Edgewood ES	All Students	<b>25.4%</b>	<b>25.4%</b>
	At-Risk	16.2%	16.2%
	English Learner	n < 10	n < 10
	SWDs	n < 10	n < 10
	Black or African American	22.0%	22.0%
	Hispanic/Latino	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	26.8%	26.8%
	Male	23.3%	23.3%
	All Students	<b>27.1%</b>	<b>23.4%</b>

Campus	Student Group	2021 – 22 Proficiency Rate	
		ELA	Math
DC Prep PCS – Edgewood MS	At-Risk	17.3%	12.2%
	English Learner	5.7%	20.0%
	SWDs	<5.0%	<5.0%
	Black or African American	27.9%	23.7%
	Hispanic/Latino	19.4%	16.7%
	White	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	36.3%	22.9%
	Male	18.6%	23.8%

*PK Reading PPVT and Math TEMA Rates by Student Group*

Campus	Student Group	2021 – 22 Rates	
		Reading	Math
DC Prep PCS – Anacostia ES	<b>All Students</b>	<b>82.6%</b>	<b>87.9%</b>
	At-Risk	79.2%	84.4%
	SWDs	62.5%	62.5%
	Black or African American	83.2%	88.0%
	Hispanic/Latino	n < 10	n < 10
	White	n < 10	n < 10
	Other Races	n < 10	n < 10
	Female	88.2%	86.8%
	Male	76.6%	89.1%
DC Prep PCS – Benning ES	<b>All Students</b>	<b>78.4%</b>	<b>85.8%</b>
	At-Risk	77.2%	83.7%
	English Learner	n < 10	n < 10
	SWDs	50.0%	71.4%
	Black or African American	78.6%	88.4%
	Hispanic/Latino	76.9%	84.6%
	Other Races	n < 10	n < 10
	Female	84.6%	87.2%
	Male	69.6%	83.9%
	<b>All Students</b>	<b>85.1%</b>	<b>92.9%</b>
	At-Risk	80.0%	91.3%

Campus	Student Group	2021 – 22 Rates	
		Reading	Math
DC Prep PCS – Edgewood ES	English Learner	62.5%	100%
	SWDs	62.9%	76.9%
	Black or African American	87.4%	91.9%
	Hispanic/Latino	65.0%	95.0%
	Other Races	n < 10	n < 10
	Female	88.4%	92.8%
	Male	81.9%	93.1%

### ISA

Campus	2021 – 22 ISA Rate
DC Prep PCS – Anacostia ES	86.2%
DC Prep PCS – Anacostia MS	88.7%
DC Prep PCS – Benning ES	86.4%
DC Prep PCS – Benning MS	87.9%
DC Prep PCS – Edgewood ES	88.9%
DC Prep PCS – Edgewood MS	90.9%

### Re-enrollment

Campus	2021 – 22 Re-enrollment Rate
DC Prep PCS – Anacostia ES	86.1%
DC Prep PCS – Anacostia MS	88.7%
DC Prep PCS – Benning ES	87.7%
DC Prep PCS – Benning MS	91.2%
DC Prep PCS – Edgewood ES	85.2%
DC Prep PCS – Edgewood MS	94.1%

### CLASS<sup>51</sup>

Campus	2021 – 22 CLASS Scores		
	Classroom Organization	Emotional Support	Instructional Support
DC Prep PCS – Anacostia ES	6.8	6.6	3.7
DC Prep PCS – Benning ES	5.9	6.0	3.5
DC Prep PCS – Edgewood ES	6.2	6.3	3.0

<sup>51</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>.



### **Additional Context**

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

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

#### **DC Prep PCS reported the following:**

Based on input from families, DC Prep PCS ran a fully virtual instructional program in SY 2020 – 21. The school maintained a focus on standards-based academic rigor to ensure that our students would continue to make academic gains. DC Prep PCS prioritized the most essential parts of our program in every grade and content area. The school was able to maintain rigor, while incorporating spiraling skills for students with identified skill gaps. DC Prep PCS prioritized programming that provided students with breaks during the day; we found this to be essential to student wellness.

In addition to prioritizing, DC Prep PCS adjusted our programming so that students are learning in groups of 12. This is significantly less than our typical class size of 22-25. This helped to create more community on the screen, provide more feedback to students and create more opportunities for engagement and dialogue.

Question 2: Briefly describe the biggest challenges your school faced this school year.

#### **DC Prep PCS reported the following:**

Over the last 18 months, DC Prep PCS has needed to rethink nearly every facet of our work to continue to provide the best education possible to students. This has required rapidly scaling up an online learning program and supporting teachers to translate their skills in building rigorous, engaging, and joyful classroom communities into a virtual world. That has also meant thinking differently about how to build and sustain relationships—relationships among students, between students and teachers, between teachers and parents, and among our DC Prep staff community. These changes—the need to do familiar things in very different ways—have taken place against a backdrop of very high levels of stress and uncertainty in our city, country, and world. DC Prep PCS has worked to support the wellness needs of our students, families, and staff in new ways.

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

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."<sup>52</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, DC Prep PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.<sup>53</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, during the annual procurement contract reconciliation process, DC PCSB found DC Prep PCS properly submitted 17 contract packages but did not properly submit 14 contracts. After communicating with the school, DC Prep PCS properly submitted all relevant documentation.

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 the revised *Procurement Contract Submission and Conflict of Interest Policy*,<sup>54</sup> which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with procurement contract reporting requirements.

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

<sup>53</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 Prep PCS's Compliance Review Reports, Appendices II – 15.

<sup>54</sup> See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

In FY 2019, DC PCSB found DC Prep PCS properly submitted 17 procurement contract packages but did not properly submit three contracts. After communicating with the school, DC Prep PCS properly submitted all relevant documentation. In addition, the school received three Early Warning Notices for failure to submit contracts in a timely manner.

In FY 2020, DC Prep PCS properly reported 30 procurement contract packages. The school received one Early Warning Notice for failure to submit contracts in a timely manner. In FY 2021, the school properly submitted 52 contracts.

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

**Special Education Compliance<sup>55</sup>**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)<sup>56</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>57</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>58</sup>

Of the seven monitored areas,<sup>59</sup> DC Prep PCS was required to take corrective action in three areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had among the highest instances of identified noncompliance in one area: Initial Evaluation Timeliness. Further information on OSSE’s special education compliance findings is reported in the remainder of this section.

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

<sup>55</sup> See OSSE’s Glossary of Special Education Compliance Terms, Appendix J.

<sup>56</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>57</sup> 29 U.S.C. § 794.

<sup>58</sup> For a description of each review area, see the Special Education Factsheet, Appendix K.

<sup>59</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	DC Prep PCS Compliant All Years of the Review Period	Status of Corrective Action
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B Transition Timeliness	No	Complete
4. Child Find Monitoring	No	In Progress
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA
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, DC Prep PCS received a “Meets Requirements” designation in its 2017 through 2020 Determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	90.0%	Meets Requirements
2018	94.7%	Meets Requirements
2019	81.0%	Meets Requirements
2020	89.5%	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). DC Prep PCS has not been flagged for on-site monitoring in the last four years; however, it was non-compliant in SY 2017 – 18. Per OSSE’s 2018 On-Site Monitoring Report, DC Prep PCS was not compliant in five student-level indicators, as reported in the table below. For comparison, of the nine LEAs OSSE flagged for on-

site monitoring in SY 2017 – 18, 67.0% were non-compliant. OSSE confirms the school addressed all areas of noncompliance.

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant Indicators</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	4 of 5 indicators compliant	Parents Provided Procedural Safeguards	Yes
Individualized Education Program (IEP)	15 of 19 indicators compliant	<ul style="list-style-type: none"> <li>● Parent/Student Invited to IEP Meeting</li> <li>● Parent/Student Notified of Meeting</li> <li>● Evaluation Interpreter Attended IEP Meeting</li> <li>● ESY Determined on Individual Basis</li> </ul>	Yes
Least Restrictive Environment	4 of 4 indicators compliant	0	NA

### 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>60</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 DC Prep PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

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

<sup>60</sup> See DC Prep PCS's Initial Evaluation Reports, Appendices L1 – L6.

For comparison, across the last five years, DC Prep PCS performed better than only 3.2% of charter LEAs, receiving a finding in seven out of ten applicable reporting periods.<sup>61</sup> OSSE confirms the school has addressed all findings.

#### *Reevaluation<sup>62</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 DC Prep PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

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

For comparison, across the last five years, DC Prep PCS performed better than 57.6% of charter LEAs, receiving a finding in four reporting periods out of the 13 applicable reporting periods.<sup>63</sup> OSSE confirms the school has addressed SY 2018 – 19 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 DC Prep PCS for Part C to B Transition timeliness noncompliance during the review period.

#### 4. Child Find Monitoring Report<sup>64</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 DC Prep PCS for Child Find noncompliance in SY 2017 – 18 through SY 2020 – 21, as seen in the tables below.

In a March 2018 letter, OSSE informed DC Prep PCS about the results of its Child Find data review, which concluded the school identified 10.0% of its students as receiving services under IDEA Part B in SY 2017 – 18. OSSE asked DC Prep PCS to submit its Child Find policies, practices, and procedures to ensure the identification rate was not the result of inappropriate policies and procedures. Although DC Prep PCS's identification

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<sup>61</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>62</sup> See DC Prep PCS's Reevaluation Reports, Appendices M1 – M4.

<sup>63</sup> Out of the 13 reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

<sup>64</sup> See DC Prep PCS's Child Find Focused Monitoring Report, Appendices N1 – N4.

rate was above the 8.5% threshold, OSSE determined the school's Child Find policies, practices, and/or procedures were not aligned with IDEA and/or local law.<sup>65</sup>

For comparison, 33.9% of schools that had an appropriate identification rate were identified as having policies not in alignment with IDEA and/or local law. OSSE required DC Prep PCS to revise its policies and train all instructional staff, support staff, principals, and other school administrators in Child Find processes and procedures before SY 2018 – 19.

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

Year	Special Education Population Monitored	Percentage Identified	Corrective Action Required	Corrected?
2017 – 18	Total Student Population	10.0	<ul style="list-style-type: none"> <li>Participate in a training</li> <li>Submit policy</li> </ul>	Yes
2018 – 19	3- to 5-year-old	6.3	No Action Required	NA
2019 – 20	3- to 5-year-old	6.7	<ul style="list-style-type: none"> <li>Submit policy</li> <li>Participate in a webinar</li> <li>Receive technical assistance</li> </ul>	Yes
2020 – 21	3- to 5-year-old	6.7	Continue to actively participate in OSSE-facilitated targeted technical assistance (TTA) focusing on the timely transition of 3- to 5-year-old students, which includes Child Find	In Progress

During SY 2019 – 20, OSSE flagged all charter LEAs with a 3- to 5-year-old population for an identification rate lower than the 8.5% threshold. OSSE required the LEAs to take corrective action.

During SY 2020 – 21, DC Prep PCS was one of 16 LEAs serving 3- to 5-year-old students OSSE required to complete TTA. Over 60.0% of LEAs monitored in SY 2020 – 21 received

<sup>65</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>.

the same corrective action. While OSSE did not flag DC Prep PCS for its overall identification rate in SY 2018 – 19, SY 2019 – 20, or SY 2020 – 21, the school persists in a comparatively low identification rate for 3- to 5-year-old SWD. OSSE confirms the school completed the corrective action steps required for SY 2017 – 18 through SY 2019 – 20. It also confirms DC Prep PCS is currently participating in TTA.

5. Disproportionate Representation Review and Significant Discrepancy Review

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

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined DC Prep 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 DC Prep 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 DC Prep 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 DC Prep PCS during the review period.

### **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**<sup>66</sup>

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.<sup>67</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) on DC Prep PCS for FY 2017 through FY 2021.<sup>68</sup>

#### **Summary of Findings**<sup>69</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**

- The school demonstrated robust financial health in the five-year period between FY 2017 and FY 2021. All the school's FY 2021 key performance indicators, except the debt ratio, were not only above target, but also above their respective sector medians.
- The higher than target debt ratio is not a cause for concern given the school's strong liquidity and sustainability.
- 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.
- In FY 2022, the school accepted a financing commitment to refinance some of its current debt at fiscal year-end (FYE) 2021 and finance improvements at a newly leased facility, to accommodate growing enrollment.

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<sup>66</sup> Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

<sup>67</sup> See D.C. Code § 38-1802.13(b).

<sup>68</sup> See the school's FAR Reports, Appendices O1 – O6.

<sup>69</sup> See Financial Definitions and Examples, Appendix P.

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

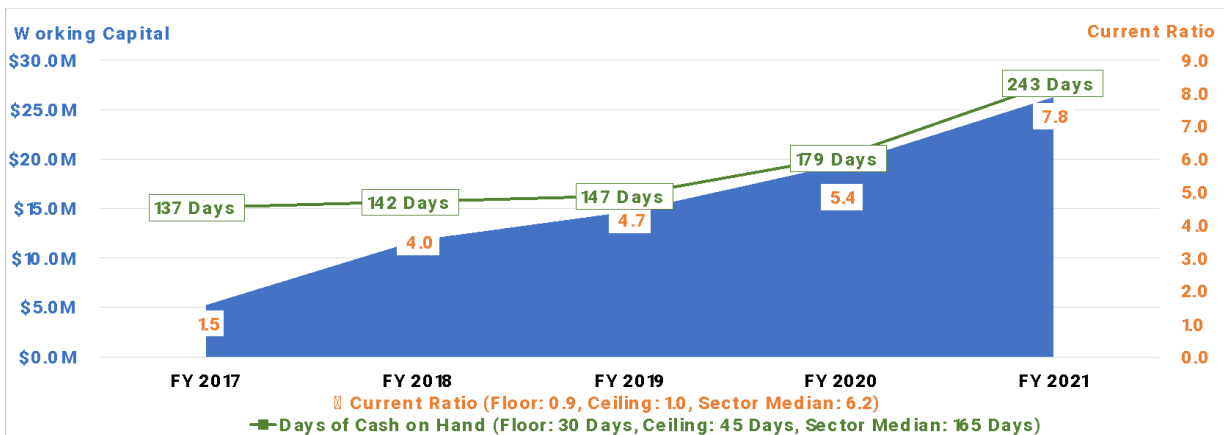
Definitions and examples for each key performance indicator used herein are provided in Appendix P.

### Key Metrics and Comparisons

#### Enrollment and Operations

The school's changes in net assets have been positive each year from FY 2017 to FY 2021 and growing each year from FY 2018 to FY 2021 between 7% and 524%. This growth was attributable mainly to its 6% average yearly enrollment increase from FY 2017 to FY 2021. The FY 2020 4% enrollment increase, mostly from its rising FY 2019 PK3 cohort, and the \$2.0M received from a related party foundation significantly contributed to the FY 2020 \$5.5M (13%) increase in operating revenues and \$4.9M change in net assets. Additionally, the school efficiently allocated expenses to provide the most benefit for students by incurring more expenses for salaries and benefits and less expenses for general expenses than the respective sector medians. From FY 2017 through FY 2021, the school's operating expenses composition generally remained consistent, with a slight decrease in direct student expenses, mainly due to the decrease in food service/catering expenses during the COVID-19 pandemic. This allowed the school to invest more in its personnel.

#### Liquidity



Days of cash on hand and the current ratio at FYE 2017 through FYE 2021 were above target. At FYE 2021, these measures were also above the FY 2021 165 days and 6.2 sector medians, respectively. Working capital increased each year in the five-year period from FY 2017 to FY 2021, mainly due to the cash provided by operating activities (which averaged 11% in the five-year period) and effective cost management. The current ratio increased 2.4 (46%) from FYE 2020 to FYE 2021 mainly due to the \$6.6M (33%) increase in cash and cash equivalents and because of the \$0.6M principal payments on notes payable, \$1.0M lower than the FY 2020 notes payable repayments. \$21.5M of the school's New Markets Tax Credit financing was originally scheduled to balloon in FY 2022. In August 2021, the school accepted a financing commitment to borrow up to \$51.0M to refinance its current debt, finance improvements at a newly leased facility, and pay for debt issuance costs. As of June 30, 2022, the current ratio (unaudited) was healthy at 3.7.

### Facilities and Occupancy

The school's occupancy expenses as a percentage of the DC facility funding remained below the FY 2021 117% sector median for the five-year period from FY 2017 to FY 2021, steadily decreasing from 111% in FY 2018 to 97% in FY 2021. The school has a ground lease agreement for its Benning facility that is set to expire in FY 2039, with one 25-year renewal term option. The school also had a lease agreement for the rental of a temporary facility for its DC Prep PCS – Anacostia MS campus that expired in June 2022. To accommodate its growing enrollment, in December 2021, DC PCSB approved DC Prep PCS – Anacostia MS to relocate to another facility starting in FY 2023. The total occupancy expenses as a percentage of DC facilities revenues, that in FY 2022 (unaudited) increased to 107%, are projected to peak at 110% in FY 2023 and decrease afterwards, remaining in line with the 117% FY 2021 sector median. The LEA's expected Phase I renovations of the new facility are projected to total \$21.4M. They will be funded with the issuance of approximately \$51.0M of new debt, also used in refinancing existing debt. The LEA is financially healthy and well-positioned to absorb these additional facility costs. In FY 2021, the school's occupancy expenses as a percentage of facilities revenues were 97%, or 20 percentage points below the sector median. The school's \$29 occupancy expenses per square foot is also below the \$30 sector median. By incurring lower occupancy costs than the sector median, more funds are available to invest in educating the students.

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

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
<b>Net Assets</b>	\$14.3M	\$14.6M	\$15.6M	\$21.5M	\$27.7M	NA	\$6.0M	
<b>Operating Expenses</b>	\$35.4M	\$39.7M	\$42.9M	\$43.0M	\$42.5M	NA	\$10.6M	
<b>Primary Reserve Ratio</b> (Higher is better)	0.4	0.4	0.4	0.5	0.7	<b>&gt;= 0.2</b>	0.6	
<b>Debt Ratio</b> (Lower is better)	0.8	0.8	0.8	0.8	0.7	<b>&lt;= 0.5</b>	0.4	

In the five-year period from FY 2017 to FY 2021, the primary reserve ratio demonstrated an upward trend due to the positive changes in net assets coupled with effective cost management. The debt ratio has remained above the 0.5 target between FYE 2017 and FY 2021, mainly due to the higher debt leverage to finance construction and renovations of the school’s campuses. This is not a cause for concern given the school’s strong liquidity. In FY 2022, the debt ratio (unaudited) further improved, measuring 0.6 as of June 30, 2022.

Audit Findings

No audit findings were noted in the five-year period from FY 2017 to FY 2021, evidencing the school’s strong internal accounting controls.