



Lea Crusey
Board Chair

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

July 22, 2024

Via Electronic Mail

Alexandra Pardo
Board Chair

Michael Rosskamm
Executive Director

District of Columbia International School
1400 Main Drive NW
Washington, DC 20012

Re: 10-Year Charter Review of District of Columbia International School

Dear Dr. Pardo and Mr. Rosskamm:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.¹ During the 2023 – 24 school year, DC PCSB conducted such a review of District of Columbia International School (DCI). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On April 26, 2024, DC PCSB provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB 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 that DCI be continued.

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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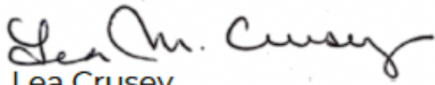
At its public board meeting on May 20, 2024, the DC PCSB Board voted to continue DCI for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

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

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue DCI 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

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application
- ☐ Approve a Charter Renewal
- ☒ Approve Charter Continuance
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other _____

Non-Voting Board Items

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

Policies

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

PREPARED BY: Gina Lucchesi, Senior Specialist, School Performance Department

SUBJECT: Charter Review: District of Columbia International School

DATE: May 20, 2024

Recommendation

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

Charter Review Findings

DC PCSB staff conducted a 10-year charter review of DCI, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (goals); 2) compliance with its agreement and applicable federal and local laws; and 3) fiscal

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

² D.C. Code §§ 38-1802 et seq.

management. The charts below summarize DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings	
Review Period	School year (SY) 2018 – 19 through SY 2022 – 23
Charter Goals	DCI met its goals.
Compliance	DCI did not violate the law or materially violate its agreement.
Finance	DCI did not commit fiscal mismanagement.

DCI Goal Attainment								
PMF/Charter Goals Policy Performance								
Framework	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23		
	PMF	Not applicable (NA)				Charter Goals Policy		
	PK – 8					68.6	Met a Pathway	
	High School					81.3	Met a Pathway	
Mission-Specific Performance ³								
Goal	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23		
				Rate	Target	Rate	Target	
1	NA ⁴	NA		Met		Met		
2	NA ⁵			84.1	50.0	72.2	50.0	
				n=69		n=133		

DCI adopted the Performance Management Framework (PMF) as its goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁶ In doing so, the school committed to obtaining an average PMF score for school years 2018 – 19, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 45.0%. In addition to adopting the PMF as its goals, DCI also adopted two mission-specific goals, measuring the school's International Baccalaureate (IB) World School authorization and students' language achievement in Chinese, French, or Spanish. However, given the disruption in schooling and data collection during the COVID-19

³ Typically, DC PCSB staff does not render a goal determination when a goal has only one year of applicable data. However, per the *Charter Goals Policy*, DC PCSB uses goals data from SY 2021 – 22 as supplemental evidence of school performance "if it helps a school." (See the appendix of the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.) Supplemental evidence demonstrates that DCI would have met both mission-specific goals in SY 2021 – 22. Therefore, DC PCSB renders a goal determination for both goals.

⁴ DCI's previous mission-specific goal was to achieve International Baccalaureate (IB) Candidate status by SY 2020 – 21. The school achieved this goal in SY 2018 – 19. The current goal, to maintain authorization as an IB World School, took effect in SY 2020 – 21.

⁵ This goal did not go into effect until SY 2020 – 21.

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

pandemic and DC PCSB's PMF revision efforts,^{7,8} DC PCSB only published PMF outcomes for SY 2018 – 19. Further, per DC PCSB's *COVID-19 Impact Policy*, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22. Consequently, for this review period, DC PCSB staff assessed DCI's goals performance using 1) SY 2018 – 19 PMF and mission-specific goal outcomes and 2) SY 2022 – 23 goal attainment pathway performance as outlined in DC PCSB's *Charter Goals Policy* and mission-specific goal outcomes.⁹

The *Charter Goals Policy* offers multiple pathways to demonstrate SY 2022 – 23 goal attainment, including performance on: transitional goals,¹⁰ a nationally normed growth assessment, or the Office of the State Superintendent of Education's (OSSE's) School Transparency and Reporting (STAR) Framework.¹¹ Per the policy, a school need only satisfy one pathway to meet its SY 2022 – 23 goals.

DCI met its PMF/*Charter Goals Policy* goal by exceeding the PMF target of 45.0% in SY 2018 – 19, exceeding the state average for all four transitional goals measures for middle school students in SY 2022 – 23, and exceeding the state/sector average in SY 2022 – 23 or improving from SY 2021 – 22 to SY 2022 – 23 in all 13 transitional goals measures for high school students. The school met its mission-specific goals by continuing to be an authorized IB World School and by exceeding its target for student foreign language achievement in SY 2022 – 23.

On its transitional goals measures, DCI demonstrated strong performance in English Language Arts (ELA) proficiency, math proficiency, AP/IB/DE/CTE,¹² PSAT (Preliminary Scholastic Assessment Test), SAT (Scholastic Assessment Test)/ACT (American College Testing), SAT Evidence-Based Reading and Writing, SAT Math, and middle school in-seat attendance (ISA). For all eight measures, DCI exceeded the state or sector average and improved from SY 2021 – 22 to SY 2022 – 23. DCI also exceeded the state or sector average in 9th grade on track, four-year adjusted cohort graduation rate (ACGR), five-year ACGR, high school ISA, and schoolwide re-

⁷ Per DC PCSB's *COVID-19 Impact Policy*, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁸ In September 2021, DC PCSB announced its plan to revise its accountability system. Consequently, DC PCSB did not produce the PMF for SY 2021 – 22 or SY 2022 – 23.

⁹ See the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.

¹⁰ "Transitional goals" refers to standard measures that DC PCSB historically collected from schools such as English language arts and math proficiency, re-enrollment, and in-seat attendance. In school years 2021 – 22 and 2022 – 23, DC PCSB collected transitional goals data from all schools to support evaluation during the COVID-19 recovery period.

¹¹ The *Charter Goals Policy* references OSSE's "STAR Framework," which is the former name of OSSE's accountability system. The report refers to this system as the "OSSE accountability system."

¹² AP/IB/DE/CTE measures the rate of students who passed Advanced Placement (AP) or International Baccalaureate (IB) exams, earned college credit through dual enrollment (DE) courses, or earned industry-recognized career technical education (CTE) credentials.

enrollment. The school improved its college acceptance rate from SY 2021 – 22 to SY 2022 – 23. An area of concern is DCI's college acceptance rates for at-risk students and emerging multilingual learners. For both student groups, college acceptance rates were far below the corresponding sector average rates in SY 2022 – 23.

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

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

Based on these findings, DC PCSB staff recommends the Board vote to continue DCI.

Additional Academic Data

Separate and apart from the school's goal attainment, DC PCSB staff conducted a Qualitative Site Review (QSR) at DCI during SY 2022 – 23. DC PCSB uses the QSR to evaluate schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.¹³ In the classroom environment domain, DCI had a higher percentage of core content classrooms rated proficient or distinguished compared to the average percentage of comparable public charter classrooms that underwent a QSR in SY 2022 – 23. In the instruction domain, DCI's percentage of core content classrooms rated proficient or distinguished exceeded the average for schools serving grades 9 – 12 that underwent a QSR in SY 2022 – 23. However, the school did not meet the corresponding average for schools serving grades PK – 8.

Charter Review Standard

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”¹⁴ 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,

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

¹⁴ D.C. Code § 38-1802.12(a)(3).

- 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.¹⁵

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.¹⁶

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.¹⁷

Background

DCI began operation in 2014 when elementary school leaders from five dual-language and bilingual public charter schools collaborated to launch a multi-language IB middle and high school in the District of Columbia.¹⁸ DCI is operated by a non-profit charter management organization, formed and overseen by its five member schools. The school educates 1,611 students in grades 6 – 12.¹⁹ The school operates one campus located in Ward 4. DCI's mission is:

The mission of DCI is to inspire inquiring, knowledgeable and caring young people in partnership with their families and communities. These students will create a more socially just and sustainable world through global awareness and understanding, language fluency and cultural competence, and a commitment to lifelong learning.

Notification

On April 1, 2024, DC PCSB staff notified Advisory Neighborhood Commissioners Yasmin Romero (1D04), Omar Parbhoo (1D05), and Angela Allison (1D06) of the school's 10-year charter review. On May 1, 2024, DC PCSB staff notified Advisory Neighborhood Commissioners Joan Hoyte (4A02), Christian Hara (4A03), and Candace Tiana Nelson (4A06) of the school's 10-year charter review. DC PCSB staff

¹⁵ D.C. Code § 38-1802.13(a).

¹⁶ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

¹⁷ D.C. Code § 38-1802.13(b).

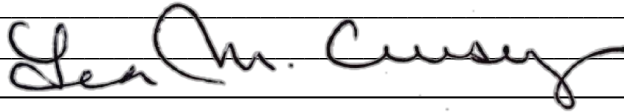
¹⁸ These five schools are DC Bilingual Public Charter School (PCS), Elsie Whitlow Stokes PCS, Latin American Montessori Bilingual PCS, Mundo Verde PCS, and Washington Yu Ying PCS.

¹⁹ This enrollment figure is based on preliminary, unvalidated data as of April 17, 2024.

also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.²⁰

Attachment to this Proposal

Attachment A: DCI 10-Year Preliminary Charter Review Report

Date: <u>May 20, 2024</u>	
DC PCSB Action: ☒ Approved ☐ Approved with Changes ☐ Rejected	
Changes to the Original Proposal:	
Signature of the Board Chair:	

²⁰ See the notice here: <https://bit.ly/3w9DtKe>.



2023 – 24 10-Year Charter Review Report District of Columbia International School

May 20, 2024

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS¹

District of Columbia International School (DCI)^{2,3}	
Review or Renewal	10-year charter review
Review Period	School year (SY) 2018 – 19 through SY 2022 – 23
Goals	DCI met its goals.
Compliance	DCI did not violate the law or materially violate its agreement.
Finance	DCI did not commit fiscal mismanagement.
Board Vote	The Board voted 6 – 0 to continue DCI.

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.”⁴ As such, DC PCSB conducted a 10-year charter review of DCI, evaluating the school’s progress toward meeting its goals and academic achievement expectations (goals). DC PCSB also evaluated the school’s compliance with applicable federal and local laws, compliance with its agreement, and fiscal management.

Goals

DCI adopted the Performance Management Framework (PMF) as its goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁵ In doing so, the school committed to obtaining an average PMF score for school years 2018 – 19, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 45.0%. In addition to adopting the PMF as its goals, DCI also adopted two mission-specific goals, measuring the school’s International Baccalaureate (IB) World School authorization and students’ language achievement in Chinese, French, or Spanish. However, given the disruption in schooling and data collection during the COVID-19 pandemic and DC PCSB’s PMF revision efforts,^{6,7} DC PCSB only published PMF outcomes for SY 2018 – 19. Further, per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22. Consequently, for this review period, DC PCSB assessed DCI’s goals performance using 1) SY 2018 – 19 PMF and mission-specific goal outcomes and 2) SY 2022 – 23 goal attainment pathway performance as outlined in DC PCSB’s *Charter Goals Policy* and mission-specific goal outcomes.⁸

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

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

³ See DCI’s Operator Direct Agreement and Amendments, Appendices A1 – A7.

⁴ D.C. Code § 38-1802.12(a)(3).

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

⁶ Per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁷ In September 2021, DC PCSB announced its plan to revise its accountability system. Consequently, DC PCSB did not produce the PMF for SY 2021 – 22 or SY 2022 – 23.

⁸ See the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.

The *Charter Goals Policy* offers multiple pathways to demonstrate SY 2022 – 23 goal attainment, including performance on: transitional goals,⁹ a nationally normed growth assessment, or the Office of the State Superintendent of Education’s School Transparency and Reporting (STAR) Framework (OSSE accountability system).¹⁰ Per the policy, a school need only satisfy one pathway to meet its SY 2022 – 23 goals.

Because DCI serves grades 6 – 12, DC PCSB evaluates DCI’s goal attainment using two PMF frameworks: the Pre-kindergarten (PK) – 8 Framework and the High School Framework.

DCI’s goal attainment results are as follows:

DCI Goal Attainment							
PMF/Charter Goals Policy Performance							
Framework	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23	
	PMF	Not applicable (NA)				Charter Goals Policy	
	PK – 8					68.6	Met a Pathway
High School	81.3					Met a Pathway	
Mission-Specific Performance ¹¹							
Goal	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23	
				Rate	Target	Rate	Target
1	NA ¹²	NA		Met		Met	
2	NA ¹³			84.1	50.0	72.2	50.0
				n=69		n=133	

⁹ “Transitional goals” refers to standard measures that DC PCSB historically collected from schools such as English language arts and math proficiency, re-enrollment, and in-seat attendance. In school years 2021 – 22 and 2022 – 23, DC PCSB collected transitional goals data from all schools to support evaluation during the COVID-19 recovery period.

¹⁰ The *Charter Goals Policy* references OSSE’s “STAR Framework” for the final goal attainment pathway, which is the former name of OSSE’s accountability system. Beginning in 2022, applicable schools will still receive a summative score but will no longer receive STAR ratings. The remainder of this report refers to this system as the “OSSE accountability system.”

¹¹ Typically, DC PCSB does not render a goal determination when a goal has only one year of applicable data. However, per the *Charter Goals Policy*, DC PCSB uses goals data from SY 2021 – 22 as supplemental evidence of school performance “if it helps a school.” (See the appendix of the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.) Supplemental evidence demonstrates that DCI would have met both mission-specific goals in SY 2021 – 22. Therefore, DC PCSB renders a goal determination for both goals.

¹² DCI’s previous mission-specific goal was to achieve IB Candidate status by SY 2020 – 21. The school achieved this goal in SY 2018 – 19. The current goal, to maintain authorization as an IB World School, took effect in SY 2020 – 21.

¹³ This goal did not go into effect until SY 2020 – 21.

DCI met its PMF/*Charter Goals Policy* goal by exceeding the PMF target of 45.0% in SY 2018 – 19, exceeding the state average for all four transitional goals measures for middle school students in SY 2022 – 23, and exceeding the state/sector average in SY 2022 – 23 or improving from SY 2021 – 22 to SY 2022 – 23 in all 13 transitional goals measures for high school students.¹⁴ The school met its mission-specific goals by continuing to be an authorized IB World School and by exceeding its target for student foreign language achievement in SY 2022 – 23.^{15, 16}

Academic Performance Snapshot

DCI demonstrated strong performance in English Language Arts (ELA) proficiency, math proficiency, AP/IB/DE/CTE,¹⁷ PSAT (Preliminary Scholastic Assessment Test), SAT (Scholastic Assessment Test)/ACT (American College Testing), SAT Evidence-Based Reading and Writing (ERW), SAT Math, and middle school in-seat attendance (ISA). For all eight measures, DCI exceeded the state or sector average and improved from SY 2021 – 22 to SY 2022 – 23. DCI also exceeded the state or sector average for 9th grade on track, four-year adjusted cohort graduation rate (ACGR), five-year ACGR, high school ISA, and schoolwide re-enrollment in SY 2022 – 23. The school improved its college acceptance rate from SY 2021 – 22 to SY 2022 – 23. An area of concern is DCI's college acceptance rates for at-risk students and emerging multilingual learners (EML). For both student groups, college acceptance rates were far below the corresponding sector average rates in SY 2022 – 23.¹⁸ Separate and apart from the school's goal attainment, results from the Qualitative Site Review (QSR) suggest strong performance in the classroom environment domain and satisfactory performance in the instruction domain.¹⁹ In the classroom environment domain, DCI had a higher percentage of core content classrooms rated proficient or distinguished compared to the average percentage of comparable public charter classrooms that underwent a QSR in SY 2022 – 23. In the instruction domain, DCI's percentage of core content classrooms rated proficient or distinguished exceeded the average for schools serving grades 9 – 12 that underwent a QSR in SY 2022 – 23 but did not meet the corresponding average for schools serving grades PK – 8.

¹⁴ See data on pages 17 – 18 of this report.

¹⁵ For SY 2022 – 23, DC PCSB applies Pathway A of the Charter Goals Policy to mission-specific goals. Pathway A allows schools to meet individually-negotiated charter goals by meeting or exceeding the goal target or by improving from SY 2021 – 22 to SY 2022 – 23.

¹⁶ See data on page 19 of this report.

¹⁷ AP/IB/DE/CTE measures the rate of students who passed Advanced Placement (AP) or International Baccalaureate (IB) exams, earned college credit through dual enrollment (DE) courses, or earned industry-recognized career technical education (CTE) credentials.

¹⁸ See a full summary of DCI's academic performance data for SY 2022 – 23 in Appendix B. See data about college acceptance rates by student group on page 8 of Appendix B.

¹⁹ See the QSR section on page X of this report for further details about each framework's QSR performance.

Compliance and Finance

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

Board Vote

At its public meeting on May 20, 2024, the DC PCSB Board voted 6 – 0 to continue DCI.

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

SCHOOL BACKGROUND

DCI			
Year Opened	2014 – 15	Ward(s)	4
Number of Campuses	1	Year(s) of Previous Review	2018 – 19
Chartered Grade Span	6 – 12	Current Enrollment Ceiling	2,144
Current Enrollment and Grade Span²⁰			
1,611; 6 – 12			
Mission Statement			
The mission of DCI is to inspire inquiring, knowledgeable and caring young people in partnership with their families and communities. These students will create a more socially just and sustainable world through global awareness and understanding, language fluency and cultural competence, and a commitment to lifelong learning. ^{21, 22}			

School Overview

DCI began operation in 2014 when elementary school leaders from five dual-language and bilingual public charter schools collaborated to launch a multi-language IB middle and high school in the District of Columbia.²³ These five member schools amended their charters to adopt identical mission statements, goals, curricula, and educational philosophies for the combined program and applied to DC PCSB to establish DCI as one jointly operated school.²⁴ In the “Fiscal Year 2015 Budget Support Act of 2014,” the DC Council authorized DC PCSB to approve “one joint program” wherein two or more existing public charter schools with common missions, goals, educational philosophy, and curricula create a jointly operated middle and high school.²⁵ DC PCSB then came to a revised agreement with the schools that this joint program would be DCI.²⁶ DCI is operated by a non-profit charter management organization that is overseen by its own independent Boards of Directors. The school has the same duties, powers, and responsibilities as a public

²⁰ These enrollment figures are based on preliminary, unvalidated data as of April 17, 2024.

²¹ This mission statement is captured in DCI’s current operator agreement.

²² DCI’s website (<https://bit.ly/4bbDI6I>) and annual report for SY 2022 – 23 (Appendix C) state the school’s mission as: “DC International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multi-lingual, culturally competent, and committed to proactively creating a socially just and sustainable world.” The school must seek DC PCSB’s approval to formally adopt the revised mission statement in its operator agreement.

²³ These five schools are DC Bilingual Public Charter School (PCS), Elsie Whitlow Stokes PCS, Latin American Montessori Bilingual PCS, Mundo Verde PCS, and Washington Yu Ying PCS.

²⁴ See Board Proposal, Charter Amendment Request: Grade Expansion and Contract with District of Columbia International School, June 2013, Appendix D.

²⁵ See DC Code § 38-1802.01(c-1).

²⁶ See DCI Revised Operator Direct Agreement, Appendix A1.

charter school, is funded as a public charter school, and is treated as a local education agency (LEA)²⁷ under federal and local law.²⁸

In SY 2014 – 15, DCI began operation serving grades 6 – 7. The school grew by one grade every year until it reached maturation in SY 2019 – 20, serving grades 6 – 12. Per DCI's agreement, each member school has the right to a specified number of seats for its students at DCI. DCI maintains separate waitlists by language track for each member school and for the general population. DCI has expanded its enrollment substantially over the review period, having grown its audited enrollment by over 66.0% from SY 2018 – 19 to SY 2022 – 23.

DCI is an IB World School that offers language immersion and instruction in Chinese, French, and Spanish.²⁹ DCI offers the IB Middle Years Program for grades 6 – 10. For grades 11 – 12, DCI students choose between the IB Diploma Program (DP) and Career-related Program (CP). The DP aims to prepare students for success at university. The CP offers career-related instruction in four tracks that can lead to higher education, apprenticeships, or employment: hardware engineering, computer programming, digital media, and health sciences. DCI achieves a 1:1 student-to-technology ratio by providing every student with a Chromebook for academic use in school and at home.

Enrollment and Demographic Data

DCI enrolls students from every ward in the District. In SY 2022 – 23, DCI students from Wards 4 and 5 accounted for two-thirds of the student body. Most of the remaining students lived in Wards 1, 7, and 8.³⁰ The tables below show the LEA's enrollment history.³¹

School Year	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
Audited Enrollment ³²	1061	1264	1442	1523	1590
Enrollment Projections ³³	900	1310	1419	1546	1565
Enrollment Ceiling ³⁴	1213	1521	1729	1857	2030

²⁷ An "LEA" is any individual or group of public charter schools operating under a single charter.

²⁸ See DC Code § 38-1802.01(c-1).

²⁹ See DCI's annual report for SY 2022 – 23, Appendix C.

³⁰ LEA audited enrollment data by student home ward is provided to DC PCSB by OSSE. If the student's address information was not submitted or submitted incorrectly, that data will not be reflected in these totals. As a result, there may be discrepancies in the data reported in each LEA's official audited enrollment totals here: <https://bit.ly/49Nec7o>.

³¹ The "—" symbol notes campuses that do not or did not enroll the corresponding grade(s) or student group(s).

³² OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

³³ 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.

³⁴ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students for which the school can receive per pupil funding during each school year.

Grade level	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
6	264	254	262	259	272
7	231	249	260	258	246
8	192	219	269	249	268
9	186	214	231	253	247
10	113	158	178	196	223
11	75	101	148	164	186
12	-	69	94	144	148

The chart below shows the school's student demographics in SY 2022 – 23.

Student Group	Percentage Enrolled
At-Risk Students³⁵	24.4%
Emerging Multilingual Learners (EML)³⁶	18.1%
Students with Disabilities (SWD)³⁷	19.7%
American Indian or Alaska Native	0.2%
Asian	2.6%
Black or African American	29.2%
Hispanic/Latino	40.1%
Multiracial	8.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	19.4%

School Climate

The charts below report DCI's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates for SY 2022 – 23. DC PCSB presents these measures by grade band and student group and compares them to the relevant average rates for 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. For a full report on DCI's school environment measures across the review period, please see Appendix E.

³⁵ 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.

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

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

OSS

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.

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 ³⁸

SY 2022 – 23 Average OSS Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
DCI	6 – 8	5.3%	13.7%	8.3%	11.5%
Sector		12.0%	16.2%	4.9%	15.8%
DCI	9 – 12	5.2%	7.6%	3.7%	6.6%
Sector		12.1%	14.7%	4.8%	15.4%

MYW

The MYW rate is the percentage of students who have withdrawn from school during the school year.

SY 2022 – 23 Average MYW Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
DCI	6 – 8	1.0%	0.7%	1.1%	2.0%
Sector		4.2%	5.4%	2.0%	5.0%
DCI	9 – 12	2.9%	5.6%	4.7%	0.6%
Sector		8.2%	11.6%	4.4%	9.1%

ISA

The ISA rate is the percentage of students who were present each day.

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

³⁸ DC PCSB does not report values when the n-size is less than 10.

SY 2022 – 23 Average ISA Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
DCI	6 – 8	94.8%	92.5%	93.9%	93.2%
Sector		89.2%	86.6%	91.7%	86.7%
DCI	9 – 12	87.2%	84.8%	86.9%	86.3%
Sector		84.2%	81.1%	87.4%	81.5%

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*.³⁹ From November 7 – 18, 2022, in anticipation of this review, DC PCSB staff conducted a QSR at DCI.⁴⁰

In the classroom environment domain, observers noted interactions between teachers and students and among students were uniformly respectful. Across classrooms, teachers greeted students by name, and students interacted with one another kindly. Observers also noted that student misbehaviors were minor across classrooms, and upon occurrence, teachers respectfully and successfully intervened.

In the instruction domain, observers noted that teachers clearly stated what students would be learning and provided clear content explanations. In most classrooms, teachers invited student participation and thinking throughout academic lessons. Observers also noted that in some classrooms, teachers' question framing primarily had a single correct answer, which limited student discussion.

After conducting unannounced observations,⁴¹ the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of DCI classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

Key for One-Year QSR Average	
Green	Equal to or more than the one-year QSR average
Red	Less than the one-year QSR average

³⁹ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁴⁰ See DCI's QSR Report, Appendix F.

⁴¹ During SY 2022 – 23 QSR visits, the QSR team observed 75.0% of a campus's core content classrooms. DC PCSB defines core content classrooms as ELA, Math, Science, and Social Studies. The QSR team also observed electives when the coursework was an essential part of the school's mission.

School/Sector	Classroom Environment	Instruction
Percentage of Classrooms Rated Proficient or Distinguished		
DCI	81.0%	66.0% ⁴²
Average score for PK – 8 public charter schools	79.0%	68.8%
Average score for 9 – 12 public charter schools	69.4%	47.3%

DCI scored above the average in the classroom environment domain and below the average in the instruction domain compared to other PK – 8 public charter schools that received a QSR during SY 2022 – 23. DCI scored above the average in both domains compared to other 9 – 12 public charter schools that received a QSR during SY 2022 – 23.

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments DCI 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.^{43, 44}

All five ELA samples DCI submitted received an overall rating of “sufficient.” These assignments aligned to a high quality, grade-appropriate text, reached the depth of the targeted standards, and allowed students to use their personal voices.

Of the five math samples DCI submitted, one assignment received an overall rating of “sufficient.” This assignment aligned with grade-level standards, reached the standards’ depth, and allowed students to relate academic content to the real world. Two assignments received an overall rating of “minimal.” These assignments aligned to grade-level standards and reached the depth of the standards. However, the task focused on too many skills, making it difficult for students to master the targeted standard. Two assignments received an overall rating of “no opportunity.” These assignments did not align with a grade-level standard.

⁴² In the instruction domain, DCI performed higher than the high school average and lower than the PK – 8 average when compared to other schools that underwent a QSR in SY 2022 – 23.

⁴³ See the protocol here: <https://bit.ly/3TiVZbS>.

⁴⁴ 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.”

Previous Charter Reviews

Five-Year Review

In SY 2018 – 19, DC PCSB conducted a five-year review of DCI.⁴⁵ DC PCSB determined the school met its goals on its PK – 8 Framework. DC PCSB did not issue an academic goal determination for DCI's high school framework because it had only been in operation for one school year (SY 2017 – 18). In the review period, DC PCSB noted a concerning academic achievement gap between EML students and their peers. In February 2019, DC PCSB voted to continue DCI with the condition that, every year in its annual report, the school must report EML students' academic progress and explain what measures are being taken to improve EML student performance.

Communication with the School

In February 2024, DC PCSB staff met with DCI staff to discuss the school's 10-year review. DC PCSB staff provided the school with a chart showing the school's goals performance during the review period and an explanation of how DC PCSB assesses goal attainment for SY 2022 – 23 per the *Charter Goals Policy*.

⁴⁵ See DCI's Five-Year Review Report, Appendix G.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”⁴⁶ 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.⁴⁷

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.⁴⁸

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.⁴⁹

⁴⁶ D.C. Code § 38-1802.12(a)(3).

⁴⁷ D.C. Code § 38-1802.13(a).

⁴⁸ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁴⁹ 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 goals at least once every five years.

In June 2020,⁵⁰ DCI amended its Operator Direct Agreement to adopt an updated version of the PMF, in addition to two mission-specific goals, as its goals.⁵¹ In doing so, the LEA agreed to the following review standard:

The [s]chool... will be deemed to have met its goals and academic achievement expectations if each individual campus... at its tenth-year review, obtains an average PMF score for school years 2018 – 19, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 45%. Additionally, DCI has met its mission-specific goals ... by achieving the specified targets.

As previously noted, given the disruption in schooling and data collection during the COVID-19 pandemic and DC PCSB's PMF revision efforts, DC PCSB only published PMF scores for SY 2018 – 19. Further, per the *COVID-19 Impact Policy*, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22. For SY 2022 – 23, DC PCSB resumed goal attainment assessment using pathways established in its *Charter Goals Policy*.⁵² Consequently, for this review period, DC PCSB assessed DCI's goals performance using 1) SY 2018 – 19 PMF and mission-specific goal outcomes and 2) SY 2022 – 23 goal attainment pathway performance as outlined in DC PCSB's *Charter Goals Policy* and mission-specific goal outcomes.

DCI's goal attainment results are as follows:

DCI Goal Attainment								
PMF/ <i>Charter Goals Policy</i> Performance								
Framework	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23		
	PMF	NA				<i>Charter Goals Policy</i>		
	PK – 8					68.6	Met a Pathway	
	High School					81.3	Met a Pathway	
Mission-Specific Performance ⁵³								
Goal	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23		
				Rate	Target	Rate	Target	

⁵⁰ See DCI's Amendment 6, Appendix A7.

⁵¹ For details, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/2D2lvqc>.

⁵² See the *Charter Goals Policy* here: <https://bit.ly/44xu4Hl>.

⁵³ Typically, DC PCSB does not render a goal determination when a goal has only one year of applicable data. However, per the *Charter Goals Policy*, DC PCSB uses goals data from SY 2021 – 22 as supplemental evidence of school performance "if it helps a school." (See the appendix of the *Charter Goals Policy* here: <https://bit.ly/44xu4Hl>.) Supplemental evidence demonstrates that DCI would have met both mission-specific goals in SY 2021 – 22. Therefore, DC PCSB renders a goal determination for both goals.

DCI Goal Attainment						
1	NA ⁵⁴	NA	Met		Met	
2	NA ⁵⁵		84.1	50.0	72.2	50.0
			n=69		n=133	
Determination: DCI’s PK – 8 and High School Frameworks <u>met</u> their PMF/ <i>Charter Goals Policy</i> goals by exceeding the PMF target of 45.0% in SY 2018 – 19 and meeting a goal attainment pathway per the <i>Charter Goals Policy</i> in SY 2022 – 23. DCI <u>met</u> its mission-specific goals by exceeding the goal targets in SY 2022 – 23.						

The remainder of Section One contains:

1. A description of the PMF and DCI's SY 2018 – 19 PMF outcomes;
2. A description of the goal attainment pathways in the *Charter Goals Policy* and data pertaining to the school's pathway performance for SY 2022 – 23;
3. DCI's mission-specific goal outcomes for SY 2018 – 19 and SY 2022 – 23; and
4. Additional data on EML students' English proficiency at DCI.

The appendices to this report include a full summary of DCI's academic performance during this review period.⁵⁶

PMF Overview and DCI's SY 2018 – 19 PMF Outcomes

DC PCSB evaluated DCI—and similar schools—under its Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF) and High School PMF (HS PMF). Using a 100-point scale, both the PK – 8 PMF and HS PMF identified schools as high-performing, mid-performing, or low-performing based on their overall performance in four categories. In SY 2018 – 19, DCI earned a score of 68.6% on the PK – 8 PMF and a score of 81.3% on the HS PMF (both equivalent to “high-performing” ratings). In doing so, the school exceeded its PMF target of 45.0%.

Charter Goals Policy Pathway Overview and DCI's SY 2022 – 23 Pathway Performance⁵⁷

The *Charter Goals Policy* established four pathways for schools to demonstrate goal attainment in SY 2022 – 23. Per the policy, DC PCSB evaluates a school's SY 2022 – 23 goal attainment using the pathways in the order in which they appear.⁵⁸ For schools that

⁵⁴ DCI's previous mission-specific goal was to achieve IB Candidate status by SY 2020 – 21. The school achieved this goal in SY 2018 – 19. The current goal, to maintain authorization as an IB World School, took effect in SY 2020 – 21.

⁵⁵ This goal did not go into effect until SY 2020 – 21.

⁵⁶ See DCI's SY 2018 – 19 PMF in Appendices H1 – H2. See a complete summary of DCI's SY 2022 – 23 academic performance data in Appendix B.

⁵⁷ Per the *Charter Goals Policy*, DC PCSB did not make determinations in SY 2019 – 20, SY 2020 – 21, or SY 2021 – 22 due to the COVID-19 pandemic.

⁵⁸ Following the evaluation of a school's individually negotiated or mission-specific charter goals, if applicable, DC PCSB first examines whether a campus met or exceeded the state average, or demonstrated improvement from SY 2021 – 22, on each transitional goals measure (Pathway B). If not, DC PCSB examines whether the campus's nationally normed growth assessment met or exceeded publisher growth criteria or demonstrated improvement from SY 2021 – 22 (Pathway C). If not, DC PCSB compares the campus's score on OSSE's

adopted the PMF and mission-specific charter goals, including DCI, DC PCSB evaluates performance using a combination of Pathway A and Pathways B – D. Specifically, DC PCSB uses Pathway A to determine whether the school met its mission-specific charter goals. Then, DC PCSB uses Pathways B – D to determine whether the school met academic measures that were included in the PMF (including ELA and math proficiency and/or growth).

The following table summarizes the pathways applicable to DCI.

SY 2022 – 23 Goal Attainment Pathways	
Pathway	How to Meet the Pathway
A: Individually Negotiated Goals	For schools with individually negotiated goals: Meet or exceed the goal targets as set in the charter agreement <u>OR</u> demonstrate improvement compared to SY 2021 – 22 performance on the goal targets as set in the charter agreement.
B: Transitional Goals	For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed the state average (sector average when state is unavailable) <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.
C: Growth	For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on both ELA/reading and math subject tests compared to the publisher national performance rates <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.
D: OSSE Accountability System	Earn a 40.0% or higher on OSSE's accountability system for SY 2022 – 23.

DCI (PK – 8 Framework)

In SY 2022 – 23, DCI's PK – 8 framework met Pathway B by exceeding the state average in all four applicable transitional goals measures. See below for details about DCI's PK – 8 performance on Pathway B.⁵⁹

Charter Goals Policy Pathway B – Transitional Goals

For schools serving students in grades 6 – 8, transitional goals measures include, to the extent available: proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) in ELA and math, indicated by the percentage of students scoring 4 or

accountability system to the 40.0% target (Pathway D). For details, see pages 2 – 3 of the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.

⁵⁹ See the next section on page 19 of this report for information about DCI's Pathway A performance, which pertains to its mission-specific goals.

higher;⁶⁰ ISA; and re-enrollment. The chart below shows the school's overall performance on each applicable transitional goals measure, and whether the rate met the comparative target (i.e., state/sector average or prior year performance). The chart indicates that DCI exceeded the state average in all four measures.

Meet or Exceed State/Sector Average (Pathway B)				
Measure	SY 2021 – 22 Comparative Average ⁶¹		SY 2022 – 23 School Performance	
	State ⁶²	Sector	n-size	Rate
PARCC Proficiency in ELA	30.1	-	772	54.0
PARCC Proficiency in Math	21.5	-	774	38.8
In-Seat Attendance	87.9	-	NA	94.8
Re-enrollment	84.2	-	533	90.8

DCI (HS Framework)

In SY 2022 – 23, DCI's HS framework met Pathway B by exceeding the state average in 12 out of 13 applicable transitional goals measures and improving from SY 2021 – 22 to SY 2022 – 23 in the remaining measure. See below for details about DCI's high school performance on Pathway B.

Charter Goals Policy Pathway B – Transitional Goals

For schools serving high school students, transitional goals measures include, to the extent available: 9th grade on track; four-year ACGR; five-year ACGR; AP/IB/DE/CTE;⁶³ college acceptance;⁶⁴ proficiency on the PARCC assessment in ELA and math, indicated by the percentage of students scoring 4 or higher; PSAT and SAT/ACT performance measures; ISA; and re-enrollment. The charts below show the school's overall performance on each applicable transitional goals measure, and whether the rate met the comparative target (i.e., state/sector average or prior year performance). The charts indicate that DCI exceeded the state/sector average in all but one measure—college acceptance. The charts also indicate that the school improved performance in the college acceptance measure from SY 2021 – 22 to SY 2022 – 23.

⁶⁰ A score of "4" or "5" on PARCC indicates that students have met or exceeded expectations for their grade level.

⁶¹ Per the *Charter Goals Policy*, SY 2022 – 23 outcomes are compared to SY 2021 – 22 state and sector data.

⁶² State/sector averages for elementary and/or middle schools are based on PK – 8 inclusive data, excluding outliers. Averages are not grade-band specific.

⁶³ AP/IB/DE/CTE measures the rate of students who passed Advanced Placement (AP) or International Baccalaureate (IB) exams, earned college credit through dual enrollment (DE) courses, or earned industry-recognized career technical education (CTE) credentials.

⁶⁴ On May 2, 2024—and again on May 14, 2024—DCI staff notified DC PCSB staff that DCI's previously validated college acceptance data for SY 2022 – 23 was inaccurate. On June 25, 2024, DC PCSB staff updated DCI's college acceptance rate for SY 2022 – 23 to reflect the accurate rate. The updated college acceptance rate is included on page 18 of this report and in Appendix B. DC PCSB staff also updated DCI's college acceptance rates by student group for SY 2022 – 23 to reflect accurate rates (Appendix B, page 8).

Meet or Exceed State/Sector Average (Pathway B)				
Measure	SY 2021 – 22 Comparative Average		SY 2022 – 23 School Performance	
	State	Sector	n-size	Rate
9 th Grade on Track	-	78.7	237	88.2
4-Year ACGR	74.9	-	170	87.1
5-Year ACGR	77.3	-	145	95.9
AP/IB/DE/CTE	-	49.6	153	100
College Acceptance	-	91.4	145	71.7
PARCC Proficiency in ELA	33.3	-	394	41.9
PARCC Proficiency in Math	10.7	-	376	20.7
PSAT	-	31.6	180	68.9
SAT/ACT	-	38.8	149	69.1
SAT/ACT College and Career Ready: ERW	-	26.4	149	61.1
SAT/ACT College and Career Ready: Math	-	15.1	149	30.2
In-Seat Attendance	77.7	-	NA	87.2
Re-enrollment	88.6	-	812	96.1

Demonstrate Improvement (Pathway B)				
Measure	SY 2021 – 22 School Performance		SY 2022 – 23 School Performance	
	n-size	Rate	n-size	Rate
9 th Grade on Track	251	89.2	237	88.2
4-Year ACGR	146	93.8	170	87.1
5-Year ACGR	92	97.8	145	95.9
AP/IB/DE/CTE	141	100	153	100
College Acceptance	144	51.4	145	71.7
PARCC Proficiency in ELA	413	47.5	394	41.9
PARCC Proficiency in Math	412	22.8	376	20.7
PSAT	157	58.0	180	68.9
SAT/ACT	144	57.6	149	69.1
SAT/ACT College and Career Ready: ERW	144	45.1	149	61.1
SAT/ACT College and Career Ready: Math	144	27.8	149	30.2
In-Seat Attendance	NA	89.4	NA	87.2
Re-enrollment	752	97.5	812	96.1

DCI's Mission-Specific Goal Outcomes for SY 2018 – 19 and SY 2022 – 23

Per DCI's June 2020 Goals Amendment,⁶⁵ DC PCSB evaluated the mission-specific goals below. For SY 2018 – 19, DC PCSB assessed whether the school met or exceeded the goal targets. For SY 2022 – 23, DC PCSB applied Pathway A from the *Charter Goals Policy*, which allows schools to meet individually-negotiated charter goals by meeting or exceeding the goal target or by improving from SY 2021 – 22 to SY 2022 – 23.

Mission-specific goals:

1. DCI will continue to be an authorized International Baccalaureate (IB) World School
2. 50.0% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP⁶⁶ score of at least:
 - 4.0 in Chinese (Intermediate-low)
 - 5.0 in French or Spanish (Intermediate-mid)

Mission-Specific Goal Performance⁶⁷							
Goal	2018 – 19	2019 – 20	2020 – 21	2021 – 22		2022 – 23	
				Rate	Target	Rate	Target
1	NA ⁶⁸	NA		Met		Met	
2	NA ⁶⁹			84.1	50.0	72.2	50.0
				n=69		n=133	

As mentioned above, DCI's mission-specific goals went into effect in SY 2020 – 21. In SY 2022 – 23, DCI met Pathway A by meeting its mission-specific goal targets outright. DCI continues to be an authorized IB World School, and 72.2% of eleventh-grade students who have studied a language at DCI for at least five years received a composite STAMP score of at least 4.0 in Chinese (Intermediate-low) or 5.0 in French or Spanish (Intermediate-mid).

Additional Data – Emerging Multilingual Learner (EML) Proficiency⁷⁰

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

⁶⁵ See DCI's Amendment 6 Goals, Appendix A7.

⁶⁶ STAMP measures language proficiency, including reading, writing, listening, and speaking skills. See more information about the STAMP assessment here: <https://bit.ly/3JyxNMY>.

⁶⁷ Typically, DC PCSB does not render a goal determination when a goal has only one year of applicable data. However, per the *Charter Goals Policy*, DC PCSB uses goals data from SY 2021 – 22 as supplemental evidence of school performance "if it helps a school." (See the appendix of the *Charter Goals Policy* here: <https://bit.ly/44xu4HI>.) Supplemental evidence demonstrates that DCI would have met both mission-specific goals in SY 2021 – 22. Therefore, DC PCSB renders a goal determination for both goals.

⁶⁸ DCI's previous mission-specific goal was to achieve IB Candidate status by SY 2020 – 21. The school achieved this goal in SY 2018 – 19. The current goal, to maintain authorization as an IB World School, took effect in SY 2020 – 21.

⁶⁹ This goal did not go into effect until SY 2020 – 21.

⁷⁰ ACCESS data does not factor into DCI's goal determination.

development of EML students across four domains: listening, reading, speaking, and writing. EML students must test every year until they score a 4.5 or higher,⁷¹ indicating proficiency. Each year, OSSE calculates the percentage of EML students making progress in achieving English language proficiency as measured by their performance on the ACCESS test. OSSE reports ACCESS growth for grades K – 5 within its Elementary Framework and grades 6 – 12 within its Secondary Framework. OSSE reports ACCESS growth for schools with 10 or more eligible test-takers.

The following chart shows the percentage of EML students at DCI who met their ACCESS growth target relative to the sector average.⁷² In SY 2018 – 19, DCI students exceeded the sector average rate of ACCESS growth. In SY 2022 – 23, DCI students did not meet or exceed the sector rate.

ACCESS Growth Compared to Sector										
Secondary Framework										
Grade Band	2018 – 19		2019 – 20		2020 – 21		2021 – 22		2022 – 23	
	Sector	School	Sector	School	Sector	School	Sector	School	Sector	School
6 – 8	12.1%	15.8%	NA ⁷³				NA ⁷⁴		40.1%	35.2%
9 – 12	29.0%	44.1%							42.0%	37.3%

Data on the statewide average of EML students who met their ACCESS growth target (as shown above for the school and sector) for SY 2022 – 23 is not available due to a recent change in the way OSSE measures ACCESS growth in its accountability system.⁷⁵ In its 2023 DC Report Card, OSSE reports ACCESS growth using the median “percent of growth target met” among all ACCESS test-takers, instead of the rate of students who met or exceeded their growth target. Each student’s “percent of growth target met” is calculated by dividing the student’s actual change in proficiency level by their expected growth target.⁷⁶ Students whose growth exceeds their target are reported as exceptional growth, or growth over 100 percent. The chart below compares DCI’s SY 2022 – 23 median “percent of growth target

⁷¹ In SY 2018 – 19, the score indicating English language proficiency was 5.0 or higher. OSSE updated the score to 4.5 in SY 2021 – 22.

⁷² For more information about how students’ ACCESS growth targets are calculated, please refer to OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

⁷³ For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available.

⁷⁴ While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

⁷⁵ See OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

⁷⁶ For more information about how students’ ACCESS growth targets are calculated, please refer to OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

met” to the state median. Students in grades 6 – 8 at DCI met the median, while students in grades 9 – 12 scored below the median.

SY 2022 – 23 ACCESS Growth Compared to State		
Secondary Framework		
Grade Band	State Median	School Median
6 – 8	0.0%	0.0%
9 – 12	33.3%	0.0%

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."⁷⁷ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2018 – 19, DCI has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁷⁸

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA and with DC PCSB's *Emerging Multilingual Learner Audit and Monitoring Policy*. In addition, DC PCSB supports OSSE, as the state education agency (SEA), in its monitoring of compliance with federal laws pertaining to special education students.

The remainder of this section examines the school's compliance with procurement requirements, the *Emerging Multilingual Learner Audit and Monitoring Policy*, and special education laws over the review period.

Procurement Contract Compliance

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 the 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.⁷⁹

During fiscal year (FY) 2019, DC PCSB found DCI properly reported 26 procurement contract packages, but it received three Early Warning Notices for failure to report complete procurement contract packages in a timely manner.

During FY 2020, DCI reported 22 procurement contract packages, but it received two Early Warning Notices for failure to report complete contract packages in a timely manner.

⁷⁷ D.C. Code § 38-1802.12(a)(3).

⁷⁸ See DCI's Compliance Review Reports, Appendices II – I5.

⁷⁹ In July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*, which includes more robust and comprehensive oversight processes around procurement contracts. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with procurement contract reporting requirements.

During FY 2021, the school reported 32 procurement contract packages. The school did not receive any Early Warning Notices for failure to report complete procurement contract packages in a timely manner.

During FY 2022, the school reported 10 procurement contract packages. The school did not receive any Early Warning Notices for failure to report complete contract packages in a timely manner.

Currently, DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements. DC PCSB will continue to closely monitor the school's compliance to ensure DCI PCS reports all procurement contracts in adherence with the *Procurement Contract Submission and Conflict of Interest Policy*.

Emerging Multilingual Learner Compliance

DC PCSB Audit and Monitoring Actions

Pursuant to the *Emerging Multilingual Learner Audit and Monitoring Policy*, DC PCSB regularly reviews LEA data and practices to determine whether public charter schools are compliant with local and federal laws pertaining to EML students.⁸⁰

During the review period, DC PCSB flagged DCI for a desk audit and staff-to-staff meeting for the disproportionate dual identification of EML students as students with disabilities. Additionally, DCI received a pre-audit email for the disproportionate rate of EML students receiving out-of-school suspension (OSS) and the disproportionate rate of EML students who were truant compared to the school's non-EML students. Please see the chart below for more information on the audit resolution.

School Year	Audit Criteria	Type of Audit	Results
2018 – 19	Dual ID of SWD and EML	Desk Audit	No action was required; however, DC PCSB recommended DCI partner with the Special Education Cooperative and OSSE to evaluate special education and EML programming. DC PCSB informed DCI that DC PCSB staff would continue to monitor the LEA's dual identification rate.
2019 – 20	Dual ID of SWD and EML	Staff-to-Staff Meeting	No action was required. DC PCSB recognized that the school's feeder patterns led to high rates of dually-identified students and acknowledged the school's efforts to iterate its EML program.

⁸⁰ See the *Emerging Multilingual Learner Audit and Monitoring Policy* here: <https://bit.ly/4c2XP86>.

School Year	Audit Criteria	Type of Audit	Results
2020 – 21	Dual ID of SWD and EML	Improved Rate Notice	No action was required. DC PCSB informed the school that its dual identification rate improved from SY 2019 – 20.
2021 – 22	Dual ID of SWD and EML	Pre-Audit Email	No action was required; however, DC PCSB informed the school that it would be subject to a desk audit if the rate continued to fall below the audit criteria.
2021 – 22	Percent of EMLs receiving OSS is disproportionately higher than non-EML students	Pre-Audit Email	No action was required; however, DC PCSB informed the school that it would be subject to a desk audit if the rate continued to increase above the audit criteria.
2022 – 23	Percent of EMLs who are truant is disproportionately higher than their non-EML students	Pre-Audit Email	No action was required; however, DC PCSB informed the school that it would be subject to a desk audit if the rate continued to increase above the audit criteria.

Special Education Compliance and Performance⁸¹

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁸² and Section 504 of the Rehabilitation Act of 1973.⁸³ As the SEA, OSSE monitors charter schools' special education program performance through an annual review of compliance and student progress measures. In collaboration with OSSE, DC PCSB also monitors indicators of special education compliance and performance through its *Special Education Audit and Monitoring Policy* and other oversight practices.⁸⁴

OSSE Special Education Performance Review Overview

Each year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an annual determination report to the LEA. Prior to SY 2021 – 22, OSSE made determinations about special education compliance using eight applicable measures. In spring 2023, OSSE released the Special Education Performance Report (SEPR).⁸⁵ In SEPR, OSSE assesses performance with an expanded number of measures in two categories: LEA Compliance and Student Progress. OSSE provides SEPR levels annually based on the previous year's performance.

⁸¹ See OSSE's Glossary of Special Education Compliance Terms, Appendix J.

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

⁸³ 29 U.S.C. § 794.

⁸⁴ For more details, in this report, see the school climate information in the School Background section and Appendix E. Also see the supplemental academic data by student group in Appendix B.

⁸⁵ See the SEPR for DCI, Appendix K.

In addition to SEPR levels and scores, OSSE continues to report LEA performance using the “annual determination” language in accordance with U.S. Department of Education reporting requirements. The SEPR scores and levels are aligned with the IDEA Annual Determinations as seen in the table below.⁸⁶

Percentage of Points from Applicable Measures ⁸⁷	LEA Performance Description	IDEA Annual Determination	SEPR Level
81.0% – 100%	LEA demonstrates the highest rates of compliance and quality service delivery to students.	Meets Requirements	Leading
61.0% – 80.9%	LEA shows high rates of compliance and quality service delivery to students.	Needs Assistance	Strengthening
41.0% – 60.9%	LEA is approaching compliance and quality service delivery to students.	Needs Intervention	Building
0.0% – 40.9%	LEA requires supports to improve both compliance and quality service delivery to students.	Needs Substantial Intervention	Emerging

IDEA Annual Determination Performance and SEPR Analysis

See the table below for DCI's annual performance scores in this review period. OSSE determined these scores using the percentage of points from the applicable measures for DCI regarding IDEA compliance and student progress.

FFY ⁸⁸	Percentage of Points from Applicable Measures	IDEA Annual Determination	SEPR Level
2018	89.5%	Meets Requirements	NA
2019	85.7%	Meets Requirements	
2020	81.0%	Meets Requirements	
2021	70.7%	Needs Assistance	Strengthening

SEPR reports on an LEA's capacity to serve students with disabilities. As indicated above, the scores include an expanded number of measures grouped into two performance areas:

⁸⁶ See Appendix L for more details about LEA performance and OSSE's enforcement actions for each IDEA Annual Determination and SEPR score level.

⁸⁷ For a full list of measures, see pages 8 – 11 of OSSE's SEPR technical guide here: bit.ly/49Z5Jxt. OSSE evaluates each LEA on the collection of measures that are applicable to the LEA. (For example, the Secondary Transition measure only applies to LEAs that serve students aged 16 and older.)

⁸⁸ FFY, or federal fiscal year, refers to the one-year period that OSSE uses to monitor and report on special education compliance. Each FFY begins July 1 and ends June 30 of the following calendar year. For example, FFY 2018 refers to July 1, 2018 – June 30, 2019.

LEA Compliance and Student Progress. LEA Compliance makes up 35 points of the total score earned. Student Progress makes up 65 points of the total score earned. The overall score is weighted in this way and reported as a percentage of points from the applicable measures.

DCI's SEPR report for FFY 2021 in Appendix K provides specific information about the school's performance on each measure. See a high-level summary of DCI's results in the table below.

Performance Area	LEA Percent of Points Earned	Weight	Performance Area Points Earned
LEA Compliance	66.7%	35	23.33
Student Progress	72.8%	65	47.33
Total (points earned out of 100): 70.7			

OSSE Enforcement Actions

While DCI received a "Needs Assistance" designation in its 2021 Annual Determination, OSSE did not pursue any enforcement actions or interventions against the LEA during the review period. Corrective action is only required when an LEA receives this determination for two consecutive years or more.

State and Due Process 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 with the District's laws and regulations regarding special education. Complaints may pertain to the identification, evaluation, or educational placement of a child, or to or the provision of a Free and Appropriate Public Education (FAPE) to such child.

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 Hearing Officer Determination (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.

DCI received one due process complaint and HOD during the review period. In the determination issued on October 26, 2020, the hearing officer found that the school denied the student FAPE by failing to provide an appropriate IEP for SY 2019 – 20. The hearing officer ordered the school to fund 100 hours of independent tutoring services and an independent evaluation to determine how much academic growth could be reasonably

expected of the student with an appropriate IEP. Additionally, the hearing officer ordered the school to convene a Multidisciplinary Team Meeting to review the results within 30 days of receipt of the independent evaluation. The school responded to the order timely. The case is open pending the completion of the compensatory education hours fulfilled.

DC PCSB Audit and Monitoring Actions

According to the *Special Education Audit and Monitoring Policy*,⁸⁹ DC PCSB regularly reviews LEA data and practices to determine whether public charter schools are compliant with local and federal laws pertaining to students with disabilities.

During the review period, DC PCSB flagged DCI for a pre-audit warning because its OSS rate for SWD was higher than its OSS rate for non-disabled students. At the time of the pre-audit warning notification, the school's OSS rate for SWD was 4.1%, nearly three times higher than the OSS rate for non-disabled students (1.3%). Since the pre-audit warning in May of 2022, the school has not been flagged for this audit criterion again. DC PCSB recommended no corrective action; however, staff continues to monitor the school's suspension rate for SWD to determine if further intervention is warranted. See the chart below for more information on the audit resolution.

School Year	Audit Criteria	Type of Audit	Results
2021 – 22	% Students Suspended among SWD > General Education	Pre-Audit Warning	No action was required; however, DC PCSB continued to routinely monitor the suspension rate of SWD. No other audits related to the rate of suspension were conducted that school year.

⁸⁹ See the *Special Education Audit and Monitoring Policy* here: <https://bit.ly/49U9wfR>.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁹⁰

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

- has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁹¹

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

- the school's audited financial statements for FY 2019 through FY 2023;
- the school's unaudited financial statements for FY 2024;
- the school's annual budget for FY 2024; and
- DC PCSB's Financial Analysis Report (FAR) of DCI for FY 2019 through FY 2022.⁹²

Summary of Findings⁹³

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

Strengths and Deficiencies

- All the school's key performance indicators in the five-year period between FY 2019 and FY 2023 were above the floor, indicating very strong financial performance, robust liquidity, and healthy sustainability.
- The consistently below-floor debt ratio is not a cause for concern, as the school reflects strong liquidity indicators.
- The school plans to use its liquidity to better serve its students by increasing employees' salaries and benefits expenses and further investing in facility renovations over the next several years.

⁹⁰ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁹¹ See D.C. Code § 38-1802.13(b).

⁹² See DCI's FAR Reports, Appendices M1 – M4.

⁹³ See Financial Definitions in Appendix N for more information about financial terms and indicators used in this report.

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 imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Key Measures and Comparisons

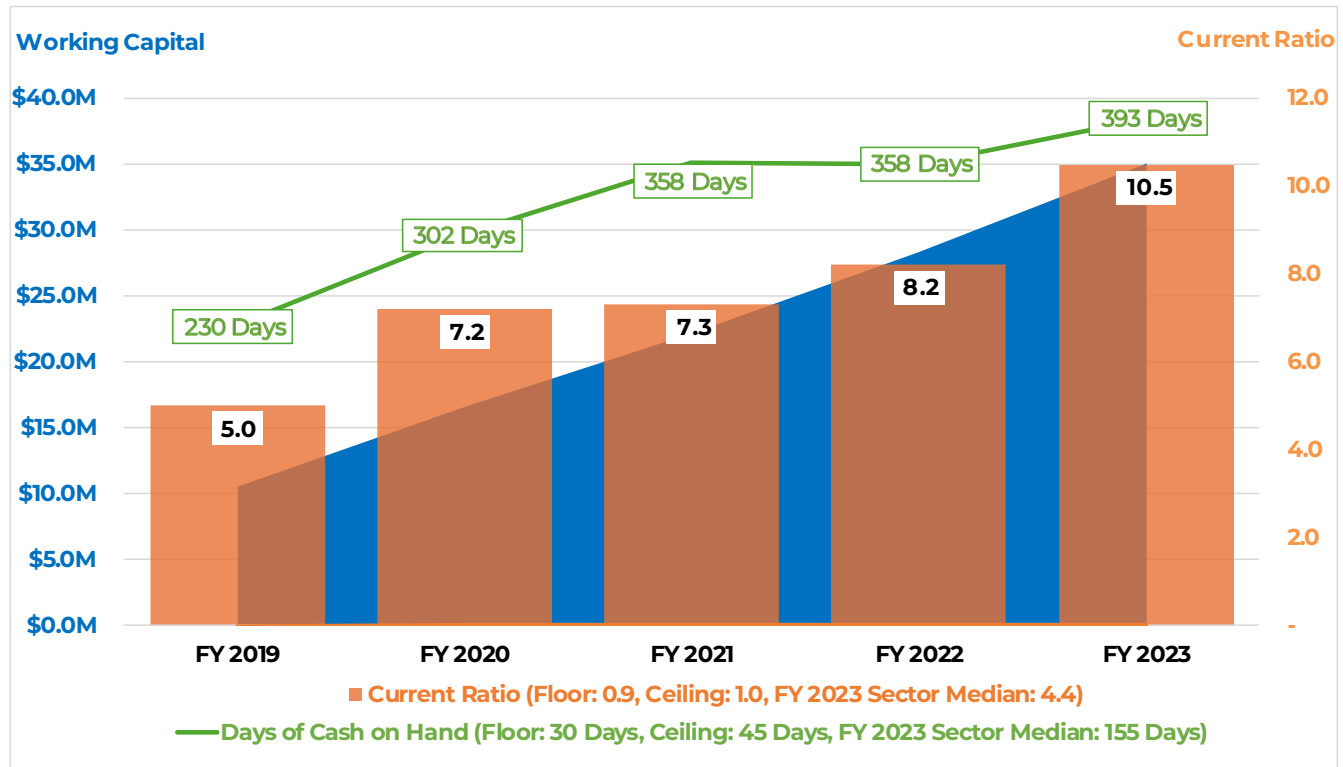
Enrollment and Operations

As reflected in the school's Enrollment, Operations, and Working Capital chart in the FY 2022 FAR,⁹⁴ in the four-year period from FY 2019 through FY 2022, the school's changes in net assets were positive each year, reflecting robust financial health. Change in net assets continued to be positive in FY 2023, reflecting a \$1.8M (35%) increase from FY 2022 to FY 2023. This was mainly due to the positive market performance that generated net investment income of \$0.4M, compared to the \$0.6M net investment loss in FY 2022, and additional federal and private revenue. The change in net assets margins, ranging between 5% and 16% from FY 2019 to FY 2022, allowed the school to invest its funding to further its operations each year while increasing its sustainability, growing its primary reserve ratio from 0.5 at fiscal year-end (FYE) 2019 to 0.9 at FYE 2023. The school also increased its enrollment during each FY under review, from 1,061 students in FY 2019 to 1,590 students in FY 2023.

⁹⁴ See the school's Enrollment, Operations, and Working Capital chart on the first page of DCI's FY 2022 FAR Report, Appendix M4.

Liquidity

The following chart provides a visual representation of some of the LEA's most significant liquidity indicators from FY 2019 to FY 2023, including working capital, current ratio, and days of cash on hand.



The school demonstrated strong liquidity during the five-year period. Days of cash on hand at FYE 2019 through FYE 2023 increased or remained stable each year, with 393 days of cash on hand at FYE 2023, significantly above the 155-day FY 2023 sector median. The current ratio at FYE 2019 through FYE 2023 increased each year as well, exceeding the 1.0 target, more than doubling from 5.0 at FYE 2019 to 10.5 at FYE 2023. The cash flow from operations margin, which averaged 20% over the five-year period—consistently above the 0% target and sector median each year—reflects the school's ability to generate cash flow from its operations. The school plans to use its liquidity primarily for increasing salaries and facility renovations over the next several years to better serve its student community.

Facilities and Occupancy

The school's expenses for its facilities as a percentage of total DC facilities funding recognized from FY 2019 through FY 2023 trended downwards from 214% in FY 2019 to 113% in FY

Occupancy Expenses as a Percentage of Facilities Revenue ⁹⁵ FY 2023	
DCI	113%
Sector Median	126%

⁹⁵ In the table, the school's percentage cell is shaded red if above the sector median (less desirable) and shaded green if below 100% (more desirable).

2023, below the 126% sector median, mainly due to the yearly increases in enrollment. This increased facilities revenue by \$2.1M (61%) from FY 2019 to FY 2023, while occupancy expenses decreased \$1.1M (15%) over the same period, mainly due to a decrease in interest expenses as the school refinanced its debts in FY 2020.

In November 2016, DCI entered into a lease at 1400 Main Drive NW, expiring in October 2046, for a property to renovate for a school building. The school recognized a contributed land lease and its portion of rent expense as in-kind rent each year. To finance the building renovations, the school entered into several loan agreements. The \$55.1M debt outstanding at FYE 2019 was refinanced in July 2019, reducing interest expense by \$1.0M from FY 2019 to FY 2020.

Operations Performance and Sustainability and Selected Key Ratios

The following table reflects some elements and key financial indicators of the LEA's operations performance, debt burden, and sustainability, such as operating revenues and expenses, net assets, change in net assets margin, debt ratio, and primary reserve ratio.

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2023 Target	FY 2023 Sector Median	Multiyear Trend
Operating Revenues	\$22.8M	\$28.4M	\$32.7M	\$38.2M	\$43.6M	NA	NA	
Operating Expenses	\$21.7M	\$25.1M	\$27.5M	\$33.0M	\$36.5M	NA	NA	
Operating Revenues per Student	\$21,498	\$22,484	\$22,644	\$25,098	\$27,393	NA	\$31,151	
Operating Expenses per Student	\$20,437	\$19,853	\$19,105	\$21,682	\$22,986	NA	\$29,707	
Salaries and Benefits as a % of Operating Expenses	55%	64%	69%	67%	70%	NA	62%	
Change in Net Assets Margin*	5%	12%	16%	14%	16%	>= 0%	4%	
Net Assets	\$11.8M	\$14.5M	\$19.6M	\$24.8M	\$31.8M	NA	NA	
Primary Reserve Ratio*	0.5	0.6	0.7	0.8	0.9	>= 0.2	0.6	
Debt Ratio**	0.8	0.8	0.8	0.7	0.6	<= 0.5	0.6	

* Higher is better

** Lower is better

DCI maintained its financial sustainability through its consistently above-target primary reserve ratio from FYE 2019 through FYE 2023. In the same five-year period, the debt ratio

remained below the 0.9 floor but above the 0.5 target. This is not a cause for concern due to the school's robust liquidity indicators and \$35.1M in working capital at FYE 2023, which is more than sufficient to service the school's yearly debt maturities. In FY 2023, DCI allocated 70% of its total expenses to salaries and benefits, above the 62% FY 2023 sector median. This represents an increase from FY 2022, during which the school allocated 67% of total expenses to salaries and benefits, indicating the school's increased focus on using its liquid resources for salaries and roles to better serve its students.

Audit Findings

The school's annual independent auditor's reports for FY 2019 through FY 2023 reflected unmodified opinions and no audit findings on the school's financial reporting internal controls or Single Audits.