



Lea Crusey
Board Chair

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

July 22, 2024

Via Electronic Mail

Lisa Carlton Waller
Board Chair

Hilary Darilek
Chief Executive Officer

Euphemia L. Haynes Public Charter School
3600 Georgia Avenue NW
Washington, DC 20010

Re: 20-Year Charter Review of Euphemia L. Haynes Public Charter School

Dear Dr. Carlton Waller and Ms. Darilek:

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 Euphemia L. Haynes Public Charter School (E.L. Haynes PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On March 13, 2024, 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 school's charter be continued with the following condition:

E.L. Haynes PCS – Middle School (MS) must undergo a Qualitative Site Review (QSR) every year of the next review period. If E.L. Haynes PCS – MS earns "proficient" or "distinguished" ratings in each domain of the QSR rubric within

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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5.0 percentage points of the two-year weighted average of comparable public charter school classrooms for two consecutive years, then DC PCSB will cease conducting condition-related QSR visits at that campus.

At its public meeting on April 8, 2024, the DC PCSB Board voted 4 – 2 to continue E.L. Haynes PCS's charter. The Board did not place any conditions on the school's charter. However, the Board expressed concerns about E.L. Haynes PCS – MS's performance and requested additional engagement with the campus in advance of the school's 25-year review. As a result, E.L. Haynes PCS will come before the Board in a public meeting over the next five-year review period to discuss its academic performance, with a focus on the E.L. Haynes PCS – MS campus.

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

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

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

Sincerely yours,


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: Euphemia L. Haynes Public Charter School**

DATE: **April 8, 2024**

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommend that its Board vote to conditionally continue the charter of Euphemia L. Haynes Public Charter School (E.L. Haynes PCS). This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.¹

Charter Review Findings

DC PCSB staff conducted a 20-year charter review of E.L. Haynes PCS, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3)

¹ DC PCSB is creating the 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.*

fiscal 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	Two campuses met their charter goals, and one campus substantially met its charter goals.
Compliance	E.L. Haynes PCS did not violate the law or materially violate its charter.
Finance	E.L. Haynes PCS did not commit fiscal mismanagement.

E.L. Haynes PCS Goal Attainment					
Campus	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
	PMF	Not Applicable			Charter Goals Policy
E.L. Haynes PCS – Elementary School (ES)	81.8%				Met a Pathway
E.L. Haynes PCS – Middle School (MS)	53.6%				Substantially Met a Pathway
E.L. Haynes PCS – High School (HS)	69.2%				Met a Pathway

E.L. Haynes PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.³ In doing so, E.L. Haynes PCS committed to obtaining an average PMF score for school years 2018 – 19, 2019 – 20, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 50.0% for each campus. However, given the disruption in schooling and data collection during the COVID-19 pandemic and DC PCSB's PMF revision efforts,^{4,5} 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 E.L. Haynes PCS's charter goals performance

³ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

⁴ 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:

⁵ 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.

using 1) SY 2018 – 19 PMF outcomes and 2) SY 2022 – 23 goal attainment pathway performance as outlined in DC PCSB's *Charter Goals Policy*.⁶

The *Charter Goals Policy* offers multiple pathways to demonstrate SY 2022 – 23 goal attainment, including performance on: transitional goals,⁷ a nationally normed growth assessment, or the Office of the State Superintendent of Education's School Transparency and Reporting (STAR) Framework.⁸ Per the policy, a campus need only satisfy one pathway to meet its SY 2022 – 23 goals. Below is a summary of E.L. Haynes PCS's goal attainment by campus.

E.L. Haynes PCS – ES and E.L. Haynes PCS – HS met their charter goals. E.L. Haynes PCS – MS substantially met its charter goals.

- E.L. Haynes PCS – ES met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19 and improving growth outcomes in both reading and math on its nationally normed assessment (i-Ready) from SY 2021 – 22 to SY 2022 – 23. On its transitional goals measures, E.L. Haynes PCS – ES displayed strong performance in pre-kindergarten (PK) classroom organization, PK emotional support, math proficiency, and in-seat attendance (ISA) in SY 2022 – 23, both exceeding the state average and improving from SY 2021 – 22 to SY 2022 – 23. An area of improvement for E.L. Haynes PCS – ES is English language arts (ELA) proficiency; the school performed below the state average in SY 2022 – 23 and did not improve from SY 2021 – 22 to SY 2022 – 23.
- E.L. Haynes PCS – MS substantially met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19 and exceeding the state average or improving from SY 2021 – 22 to SY 2022 – 23 in three of four transitional goals measures in SY 2022 – 23. On its transitional goals measures, E.L. Haynes PCS – MS had strong ISA and re-enrollment rates, both exceeding the state average in SY 2022 – 23 and improving from SY 2021 – 22 to SY 2022 – 23. However, ELA and math proficiency are areas of concern for E.L. Haynes PCS – MS. The campus's ELA proficiency rate was 6.8 percentage points below the state average in SY 2022 – 23 and did not improve from SY 2021 – 22 to SY 2022 – 23. While the campus improved its math proficiency rate by 2.6 percentage points from SY 2021 – 22 to SY 2022 – 23, the rate remained 8.0 percentage points below the state average.

⁶ See the *Charter Goals Policy* here: <https://bit.ly/44xu4Hl>.

⁷ "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.

⁸ 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 in as the "OSSE accountability system."

- E.L. Haynes PCS – HS met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19 and earning a score above 40.0% on OSSE's accountability system in SY 2022 – 23. On its transitional goals, E.L. Haynes PCS – HS demonstrated strong performance in its four-year adjusted cohort graduation rate (ACGR), ELA proficiency, math proficiency, and ISA in SY 2022 – 23. In each of these measures, E.L. Haynes PCS – HS exceeded the state average and improved from SY 2021 – 22 to SY 2022 – 23. Areas of improvement include three college readiness measures: PSAT (Preliminary Scholastic Assessment Test), SAT/ACT (American College Testing), and SAT Evidence-Based Reading and Writing (ERW). E.L. Haynes PCS – HS scored below the state average in SY 2022 – 23 on these three measures and did not improve from SY 2021 – 22 to SY 2022 – 23.

Separate and apart from the school's goal attainment, DC PCSB staff conducted a Qualitative Site Review (QSR) at each E.L. Haynes PCS campus 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*.⁹ E.L. Haynes PCS – ES and E.L. Haynes PCS – HS scored significantly above average in both domains compared to relevant public charter schools that recently received a QSR. In contrast, E.L. Haynes PCS – MS scored significantly below average in both domains compared to relevant public charter schools that recently received a QSR.

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

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of 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 E.L. Haynes PCS's charter with the following condition: E.L. Haynes PCS – MS must undergo a QSR every year of the next review period. If E.L. Haynes PCS – MS earns "proficient" or "distinguished" ratings in each domain of the QSR rubric within 5.0 percentage points of the two-year weighted average of comparable public charter

⁹ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

school classrooms for two consecutive years, then DC PCSB will cease conducting condition-related QSR visits at that campus.

Rationale

E.L. Haynes PCS – MS’s SY 2022 – 23 performance indicates opportunities for improvement. The campus did not fully meet any pathway for charter goal attainment under the *Charter Goals Policy*. In addition, the campus exhibits ELA and math proficiency rates that are 6.8 and 8.0 percentage points below the state average, respectively.¹⁰ Neither subject area showed substantial improvement from SY 2021 – 22 to SY 2022 – 23: the ELA proficiency rate decreased by 0.4 percentage points, and the math proficiency rate increased by 2.6 percentage points.

E.L. Haynes PCS – MS’s QSR performance suggests that the campus needs improvement in both the classroom environment and instruction domains—particularly when considered in the context of the campus’s relatively low ELA and math proficiency rates. The chart below details the percentage of E.L. Haynes PCS – MS classrooms that the QSR team rated as proficient or distinguished in each domain in SY 2022 – 23. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain. As previously stated, E.L. Haynes PCS – MS scored significantly below average in both domains compared to relevant public charter schools that recently received a QSR.

Campus/Sector	Classroom Environment	Instruction
Percentage of Classrooms Rated Proficient or Distinguished		
E.L. Haynes PCS – MS	57.8%	47.6%
Average score for PK – 8 public charter schools	79.0%	68.8%

The proposed QSR condition can support E.L. Haynes PCS – MS by providing school leaders with additional feedback about strengths and areas of improvement in the classroom environment and instruction domains. Additional QSR visits provide the school with multiple opportunities to engage with DC PCSB in an independent, qualitative assessment designed to support the school in identifying its environmental and instructional strengths and weaknesses. The proposed condition encourages E.L. Haynes PCS – MS to focus on strategies that may improve classroom environments and instructional methods. Further, additional QSR visits would

¹⁰ ELA and math proficiency rates are measured by the Partnership for Assessment of Readiness for College and Careers, or PARCC.

provide DC PCSB with greater evidence of school quality ahead of E.L. Haynes PCS's 25-year review.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."¹¹ 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.¹²

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.¹³

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.¹⁴

Background

E.L. Haynes PCS began operation in 2004 under authorization from DC PCSB. The school currently educates 1,162 students in grades pre-kindergarten 3 – 12. The school operates three campuses located in Wards 1 and 4.¹⁵ E.L. Haynes PCS's mission is:

We are a learning community where every student—of every race, socioeconomic status, home language, and ability—prepares to thrive in college, career, and life. Together, we create a more just and kind world.

Notification

On February 23, 2024, DC PCSB staff notified Advisory Neighborhood Commissioners Bradley Gallagher (1E01), Rashida Brown (1E04), Brian Footer (1E07), Daniel Alexander (4C04), Brittany Kademian (4C05), and Karen Livingston (4C06) of the school's 20-

¹¹ D.C. Code § 38-1802.12(a)(3).

¹² D.C. Code § 38-1802.13(a).

¹³ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

¹⁴ D.C. Code § 38-1802.13(b).

¹⁵ This enrollment figure is based on preliminary, unvalidated data as of March 6, 2024.

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.¹⁶

Attachment to this Proposal

Attachment A: E.L. Haynes PCS 20-Year Preliminary Charter Review Report

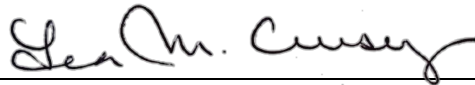
Date: April 8, 2024

DC PCSB Action: ____Approved ☒ Approved with Changes ____Rejected

Changes to the Original Proposal:

The Board voted to continue Euphemia L. Haynes PCS's charter. The Board did not place any conditions on the school's charter.

Board Chair Signature: _____



¹⁶ See the notice here: <https://bit.ly/43AcjZb>.



2023 – 24 20-Year Charter Review Report Euphemia L. Haynes Public Charter School

April 8, 2024

DC Public Charter School Board
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Washington, DC 20003
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BOARD VOTE AND KEY FINDINGS¹

Euphemia L. Haynes Public Charter School (E.L. Haynes PCS)^{2, 3}	
Review or Renewal	20-year charter review
Review Period	School year (SY) 2018 – 19 through SY 2022 – 23
Charter Goals	Two of three campuses met their charter goals, and one campus substantially met its charter goals.
Compliance	E.L. Haynes PCS did not violate the law or materially violate its charter.
Finance	E.L. Haynes PCS did not commit fiscal mismanagement.
Board Vote	The Board voted 4 – 2 to continue E.L. Haynes PCS's charter.

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 20-year charter review of E.L. Haynes PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). DC PCSB also evaluated the school’s compliance with applicable federal and local laws, compliance with its charter, and fiscal management.

Charter Goals

E.L. Haynes PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁵ In doing so, E.L. Haynes PCS committed to obtaining an average PMF score for school years 2018 – 19, 2019 – 20, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 50.0% for each campus. 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 E.L. Haynes PCS’s charter goals performance using 1) SY 2018 – 19 PMF outcomes and 2) SY 2022 – 23 goal attainment pathway performance as outlined in DC PCSB’s *Charter Goals Policy*.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/3x1THFa>.

³ See E.L. Haynes PCS’s Renewal Agreement and Amendments, Appendices A1 – A2.

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/3JCFwIQ>.

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 campus need only satisfy one pathway to meet its SY 2022 – 23 goals.

E.L. Haynes PCS’s goal attainment results are as follows:

E.L. Haynes PCS Goal Attainment					
Campus	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
	PMF	NA			Charter Goals Policy
E.L. Haynes PCS – Elementary School (ES)	81.8%				Met a Pathway
E.L. Haynes PCS – Middle School (MS)	53.6%				Substantially Met a Pathway
E.L. Haynes PCS – High School (HS)	69.2%				Met a Pathway

E.L. Haynes PCS – ES met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19 and exceeding publisher growth criteria in both reading and math on its nationally-normed assessment (i-Ready) in SY 2022 – 23.¹¹ E.L. Haynes PCS – MS substantially met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19 and exceeding the state average or improving from SY 2021 – 22 to SY 2022 – 23 in three of four transitional goals measures in SY 2022 – 23.¹² E.L. Haynes PCS – HS met its charter goals by exceeding the PMF target of 50.0% in SY 2018 – 19, and earning a score above 40.0% on OSSE’s accountability system in SY 2022 – 23.¹³

Academic Performance Snapshot

E.L. Haynes PCS – ES demonstrated strong performance in pre-kindergarten (PK) classroom organization, PK emotional support, math proficiency, and in-seat attendance (ISA) in SY 2022 – 23, both exceeding the state average and improving from SY 2021 – 22 to SY 2022 – 23. The campus also exceeded the state average in PK instructional support and

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 See data on pages 18 – 19 of this report.

¹² See data on pages 19 – 20 of this report.

¹³ See data on page 20 of this report.

re-enrollment. An area of improvement for E.L. Haynes PCS – ES is English language arts (ELA) proficiency; the campus performed below the state average in SY 2022 – 23 and did not improve from SY 2021 – 22 to SY 2022 – 23. Separate and apart from the campus's goal attainment, results from E.L. Haynes PCS – ES's recent Qualitative Site Review (QSR) suggest strong performance in both the classroom environment and instruction domains.¹⁴ The campus had significantly higher percentages of core content classrooms rated proficient or distinguished in both domains compared to the average percentage of comparable public charter classrooms that underwent a QSR in SY 2022 – 23.

E.L. Haynes PCS – MS demonstrated strong ISA and re-enrollment rates, both exceeding the state average in SY 2022 – 23 and improving from SY 2021 – 22 to SY 2022 – 23. However, ELA and math proficiency are areas of concern for E.L. Haynes PCS – MS. The campus's ELA proficiency rate was below the state average in SY 2022 – 23 and did not improve from SY 2021 – 22 to SY 2022 – 23. While the campus slightly improved its math proficiency rate from SY 2021 – 22 to SY 2022 – 23, the rate remained eight percentage points below the state average. Separate and apart from the campus's goal attainment, results from E.L. Haynes PCS – MS's recent QSR suggest that the campus can improve in the classroom environment and instruction domains. The campus had significantly lower percentages of core content classrooms rated proficient or distinguished in both domains compared to the average percentage of comparable public charter classrooms that underwent a QSR in SY 2022 – 23.

E.L. Haynes PCS – HS demonstrated strong performance in its four-year adjusted cohort graduation rate (ACGR), ELA proficiency, math proficiency, and ISA in SY 2022 – 23. In each of these measures, E.L. Haynes PCS – HS exceeded the state average and improved from SY 2021 – 22 to SY 2022 – 23. The campus also exceeded the state or sector average for the following measures: 9th grade on track, five-year ACGR, AP/IB/DE/CTE,¹⁵ college acceptance, and re-enrollment. Areas of improvement include three college readiness measures: PSAT (Preliminary Scholastic Assessment Test), SAT/ACT (American College Testing), and SAT Evidence-Based Reading and Writing (ERW). E.L. Haynes PCS – HS scored below the state average in SY 2022 – 23 on these three measures and did not improve from SY 2021 – 22 to SY 2022 – 23. Separate and apart from the campus's goal attainment, results from E.L. Haynes PCS – HS's recent QSR suggest strong performance in both the classroom environment and instruction domains. The campus had higher percentages of core content classrooms rated proficient or distinguished in both domains compared to the average percentage of comparable public charter classrooms that underwent a QSR in SY 2022 – 23.

¹⁴ See the QSR section on pages 11 – 12 of this report for further details about each campus's QSR performance.

¹⁵ 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.

Compliance and Finance

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.

Staff Recommendation

Based on these findings, DC PCSB staff recommended the Board vote to continue E.L. Haynes PCS's charter with the following condition: E.L. Haynes PCS – MS must undergo a QSR every year of the next review period. If E.L. Haynes PCS – MS earns “proficient” or “distinguished” ratings in each domain of the QSR rubric within 5.0 percentage points of the two-year weighted average of comparable public charter school classrooms for two consecutive years, then DC PCSB will cease conducting condition-related QSR visits at that campus.

The following key factors led to this recommendation:

- E.L. Haynes PCS – MS did not fully meet any pathway for charter goal attainment under the *Charter Goals Policy*. The campus exhibited ELA and math proficiency rates that were 6.8 and 8.0 percentage points below the state average, respectively. Neither subject area showed substantial improvement from SY 2021 – 22 to SY 2022 – 23; the ELA proficiency rate decreased by 0.4 percentage points, and the math proficiency rate increased by 2.6 percentage points. Furthermore, QSR results suggested that E.L. Haynes – MS was operating well below the PK – 8 sector average for SY 2022 – 23 in both the classroom environment and instruction domains.
- A QSR condition can support E.L. Haynes PCS – MS by providing campus leaders with additional feedback about strengths and areas of improvement in the classroom environment and instruction domains.

Board Vote

At its public meeting on April 8, 2024, the Board voted 4 – 2 to continue E.L. Haynes PCS's charter. The Board did not place any conditions on the school's charter. However, the Board expressed concerns about E.L. Haynes PCS – MS's performance and requested additional engagement with the campus in advance of the school's 25-year review. As a result, E.L. Haynes PCS will come before the Board in a public meeting over the next five-year review period to discuss its academic performance, with a focus on the E.L. Haynes PCS – MS campus.

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

SCHOOL BACKGROUND

E.L. Haynes PCS			
Year Opened	2004 – 05	Ward(s)	1 and 4
Number of Campuses	3	Year(s) of Previous Review	2009 – 10, 2013 – 14, and 2018 – 19
Chartered Grade Span	Pre-kindergarten 3 (PK 3) – 12	Current Enrollment Ceiling	1,200
Current Enrollment and Grade Span ¹⁶			
E.L. Haynes PCS – ES	E.L. Haynes PCS – MS	E.L. Haynes PCS – HS	
355, PK3 – 4	375, 5 – 8	432, 9 – 12	
Mission Statement			
We are a learning community where every student—of every race, socioeconomic status, home language, and ability—prepares to thrive in college, career, and life. Together, we create a more just and kind world.			

School Overview

E.L. Haynes PCS began operation in 2004 under authorization from DC PCSB to educate students in grades PK3 – 2. The local education agency (LEA)¹⁷ expanded by adding a grade each year, and it currently offers grades PK3 – 12 at three campuses across two facilities.¹⁸

According to its SY 2022 – 23 annual report, E.L. Haynes PCS prioritizes providing rigorous and culturally relevant instruction to students, anchoring work with students in trusting and loving relationships.¹⁹ In addition to daily core courses in ELA, math, science, and social studies, students explore comprehensive electives programming in areas such as visual arts, music, performing arts, and robotics. Students participate in signature learning experiences to build skills needed in an increasingly global world. For example, in SY 2022 – 23, middle and high school students participated in the One World Education program. The program partners with teachers to improve student research, argumentative writing, and presentation skills. In the wake of the COVID-19 pandemic, E.L. Haynes PCS continues to emphasize social-emotional learning (SEL). The school uses evidence-based SEL approaches at each campus to meet students’ needs for autonomy, relationships, and fun, and to build SEL skills such as conflict resolution.²⁰ These approaches are designed to create healthy, inclusive learning communities.

¹⁶ These enrollment figures are based on preliminary, unvalidated data as of March 7, 2024.

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

¹⁸ See E.L. Haynes PCS Renewal Agreement, Appendix A1.

¹⁹ See E.L. Haynes PCS SY 2022 – 23 Annual Report, Appendix B.

²⁰ The elementary campus uses Responsive Classroom and the middle and high school campuses use Developmental Designs. For more information, see each website here: <https://bit.ly/3xmkTi5>, <https://bit.ly/4aciOiE>.

The school operates on a year-round calendar in which students receive an additional 1,000 hours of academic and extracurricular programming each year. Students in kindergarten (K) – 8 can participate in an Extended Day Program, which offers clubs, athletic opportunities, and structured time for students to complete homework or play educational games. High school students have the option to stay after school to meet with teachers during their office hours or to participate in a variety of clubs and athletic offerings. Examples of after-school program offerings include a boys-focused mentoring program with a nonprofit called The Village, a partnership with the Dance Institute of Washington, Debate Team, Coding & Gaming, Gay Straight Alliance, STEM Club, and ELA and math tutoring.

E.L. Haynes PCS prioritizes a commitment to equity and inclusivity that is reflected in its diverse student body and its commitment to parent and family engagement. The school offers multiple opportunities throughout the year for parents to learn about curricula, standards, and assessments; to participate in their child's education and receive updates on their progress; and to provide input about any needed improvements to educational programming.

Enrollment and Demographic Data

E.L. Haynes PCS enrolls students from every ward in the District. In SY 2022 – 23, nearly half of all E.L. Haynes PCS students lived in Ward 4, and most of the remaining students lived in Wards 1 and 5.²¹ The tables below show the LEA's enrollment history.

School Year	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
Audited Enrollment ²²	1,135	1,136	1,190	1,150	1,164
Enrollment Projections ²³	1,135	1,135	1,135	1,163	1,140
Enrollment Ceiling ²⁴	1,200	1,200	1,200	1,200	1,200

²¹ OSSE provides LEA audited enrollment data by student home ward to DC PCSB. 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>.

²² OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

²³ 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.

²⁴ 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.

School Year	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
E.L. Haynes PCS – ES					
PK3	46	44	48	48	47
PK4	47	47	43	47	47
K	50	48	52	53	47
1	52	54	51	52	52
2	52	51	53	53	50
3	52	53	49	52	50
4	51	51	54	45	49
E.L. Haynes PCS – MS					
5	55	50	57	50	49
6	102	100	108	104	108
7	98	100	116	99	103
8	94	102	105	104	105
E.L. Haynes PCS – HS					
9	134	127	130	126	141
10	123	127	119	128	114
11	96	104	102	101	108
12	83	78	103	88	94

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

Student Group	Percentage Enrolled
At-Risk Students²⁵	49.1%
Emerging Multilingual Learners (EML)²⁶	34.5%
Students with Disabilities (SWD)²⁷	19.3%
American Indian or Alaska Native	0.6%
Asian	0.3%
Black or African American	32.0%
Hispanic/Latino	57.9%
Multiracial	2.8%
Native Hawaiian or Other Pacific Islander	0.1%
White	6.2%

²⁵ 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.

²⁶ 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.

²⁷ 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.

School Climate²⁸

The charts below report E.L. Haynes 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 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 E.L. Haynes PCS's school environment measures across the review period, please see Appendix C.

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 ²⁹

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.

SY 2022 – 23 Average OSS Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
E.L. Haynes PCS	PK3 – PK4	0.0%	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%	0.0%
E.L. Haynes PCS	K – 5	0.0%	0.0%	0.0%	0.0%
Sector		3.2%	4.6%	1.0%	5.4%
E.L. Haynes PCS	6 – 8	3.7%	4.6%	4.8%	6.5%
Sector		12.0%	16.2%	4.9%	15.8%
E.L. Haynes PCS	9 – 12	6.2%	8.3%	5.2%	12.2%
Sector		12.1%	14.7%	4.8%	15.4%

²⁸ On May 3, 2024, the tables on pages 9 – 10 of this report and in Appendix C were updated to reflect accurate sector and school rates.

²⁹ 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.

SY 2022 – 23 Average MYW Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
E.L. Haynes PCS	PK3 – PK4	2.1%	6.3%	3.0%	0.0%
Sector		3.1%	3.8%	2.4%	2.4%
E.L. Haynes PCS	K – 5	0.3%	0.0%	0.7%	0.0%
Sector		3.8%	4.9%	2.2%	4.1%
E.L. Haynes PCS	6 – 8	2.5%	3.0%	2.4%	4.9%
Sector		4.2%	5.4%	2.0%	5.0%
E.L. Haynes PCS	9 – 12	3.1%	4.9%	2.3%	3.6%
Sector		8.2%	11.6%	4.4%	9.1%

ISA Rates

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

SY 2022 – 23 Average ISA Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
E.L. Haynes PCS	PK3 – PK4	88.4%	83.9%	87.4%	90.1%
Sector		84.7%	81.0%	86.5%	84.0%
E.L. Haynes PCS	K – 5	92.2%	89.2%	92.8%	91.0%
Sector		88.8%	85.9%	92.6%	87.5%
E.L. Haynes PCS	6 – 8	89.6%	87.9%	89.3%	86.2%
Sector		89.2%	86.6%	91.7%	86.7%
E.L. Haynes PCS	9 – 12	84.5%	81.2%	86.6%	82.2%
Sector		84.2%	81.1%	87.1%	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*.³⁰ During SY 2022 – 23, in anticipation of this review, DC PCSB staff conducted QSR visits at E.L. Haynes PCS campuses.³¹

In the classroom environment domain, across two of the three campuses, observers noted most teachers consistently addressed students by name as they entered the classroom and throughout the lesson. Students also exhibited respect for the teacher by following directions and being attentive. Across all campuses, most interactions between teachers and students and among students were uniformly respectful. However, in a few classrooms, interactions between teachers and students and among students were uneven, with occasional disrespect.

In the instruction domain, observers noted teachers' clear content explanations and invitations for student participation and thinking. Most students engaged with the learning tasks, indicating they understood what to do. Across all campuses, teachers clearly stated the learning objective to students. However, in a few classrooms, teachers provided little elaboration or explanation about the students' learning. Further, in a few classrooms, teachers had to clarify the learning task so students could complete it.

After conducting unannounced observations,³² the QSR team rates the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of E.L. Haynes PCS classrooms, by campus, the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

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

Campus/Sector	Classroom Environment	Instruction
Percentage of Classrooms Rated Proficient or Distinguished		
E.L. Haynes PCS – ES	92.6%	85.9%

³⁰ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

³¹ See E.L. Haynes PCS QSR Reports, Appendices D1 – D3.

³² 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.

Campus/Sector	Classroom Environment	Instruction
Percentage of Classrooms Rated Proficient or Distinguished		
E.L. Haynes PCS – MS	57.8%	47.6%
Average score for PK – 8 public charter schools	79.0%	68.8%
E.L. Haynes PCS – HS	75.0%	67.1%
Average score for 9 – 12 public charter schools	69.4%	47.3%

Both E.L. Haynes PCS – ES and E.L. Haynes PCS – HS scored above average in both domains compared to other PK – 8 and 9 – 12 public charter schools that received a QSR during SY 2022 – 23. However, E.L. Haynes PCS – MS scored below average in both domains compared to other PK – 8 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 E.L. Haynes 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.^{33, 34}

Of the 15 ELA samples E.L. Haynes PCS submitted, 11 assignments received an overall rating of “sufficient.” These assignments were based on a high-quality text and reached the depth of the grade-level standard. Four 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. No assignments received an overall rating of “no opportunity.”

Of the 15 math samples E.L. Haynes PCS submitted, 12 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. However, six of the twelve assignments did not allow students to relate academic content to the real world. Three assignments received an overall rating of “minimal.” These assignments provided minimal opportunities for students to demonstrate a deep conceptual understanding of the standards. These assignments also did not connect academic content to real-world experiences. No assignments received an overall rating of “no opportunity.”

³³ See the protocol here: <https://bit.ly/3TiVZbS>.

³⁴ 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.”

Given E.L. Haynes PCS – MS’s concerning performance in the classroom environment and instruction domains, DC PCSB may conduct additional QSR visits at E.L. Haynes PCS – MS during the next five-year review period. Doing so will provide the school with multiple opportunities to engage with DC PCSB in an independent, qualitative assessment designed to support the campus in identifying its environmental and instructional strengths and weaknesses. It will also provide DC PCSB with greater evidence of school quality ahead of E.L. Haynes PCS’s 25-year review.

Previous Charter Reviews

Five-Year Charter Review

In SY 2009 – 10, DC PCSB conducted a charter review of E.L. Haynes PCS and found the school had not met its academic standards but had met its non-academic, governance, and financial standards.³⁵ Based on these findings, in January 2010, DC PCSB voted to continue E.L. Haynes PCS’s charter.³⁶

10-Year Charter Review

In SY 2013 – 14, DC PCSB conducted a 10-year charter review of E.L. Haynes PCS and found the school had substantially met its goals.³⁷ The report noted the school’s financials initially appeared weak, but this was a temporary situation resulting from New Markets Tax Credit transactions the school participated in for the construction of facilities. Based on these findings, in July 2014, DC PCSB voted to continue E.L. Haynes PCS’s charter.

15-Year Renewal

Ahead of its 15-year renewal, E.L. Haynes PCS adopted the Performance Management Framework (PMF) as its charter goals. In doing so, E.L. Haynes PCS agreed to earn an average PMF score equal to or exceeding 50.0% of the possible PMF points at each campus in school years 2013 – 14, 2015 – 16, 2016 – 17, and 2017 – 18. For SY 2013 – 14, the school also agreed to meet or exceed the PMF floor for all Early Childhood (EC) measures on the PMF. In SY 2018 – 19, DC PCSB conducted a 15-year renewal of E.L. Haynes PCS and found the school had substantially met its goals.³⁸ Additionally, the school did not violate the law or its charter or commit fiscal mismanagement. Based on these findings, in January 2019, the Board voted to renew E.L. Haynes PCS’s charter for another 15-year term.

Communication with the School

In December 2023, DC PCSB staff met with E.L. Haynes PCS staff to discuss the school’s 20-year review. DC PCSB staff provided the school with an overview of the review process and

³⁵ E.L. Haynes PCS Five-Year Charter Review Performance Analysis, Appendix E.

³⁶ Letter from Thomas Nida, DC PCSB Board Chair, to Guy Cecil, E.L. Haynes PCS Board Chair, January 2010, Appendix F.

³⁷ E.L. Haynes PCS 10-Year Charter Review Report, Appendix G.

³⁸ E.L. Haynes PCS’s 15-year Renewal Report, Appendix H.

an explanation of how DC PCSB assesses goal attainment for SY 2022 – 23 per the *Charter Goals Policy*.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."³⁹ 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.⁴⁰

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.⁴¹

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.⁴²

³⁹ D.C. Code § 38-1802.12(a)(3).

⁴⁰ D.C. Code § 38-1802.13(a).

⁴¹ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁴² 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.

In September 2020,⁴³ E.L. Haynes PCS amended its charter agreement to adopt an updated version of the PMF as its charter goals.⁴⁴ 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 [20]-year charter review, obtains an average PMF score for school years 2018 – 19, 2020 – 21, 2021 – 22, and 2022 – 23 equal to or exceeding 50%.

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*.⁴⁵ Consequently, for this review period, DC PCSB evaluated E.L. Haynes PCS's progress meeting its charter goals using 1) SY 2018 – 19 PMF outcomes and 2) SY 2022 – 23 goal attainment pathway performance.

E.L. Haynes PCS's goal attainment results are as follows:

E.L. Haynes PCS Goal Attainment					
Campus	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
	PMF	NA			Charter Goals Policy
E.L. Haynes PCS – Elementary School (ES)	81.8%				Met a Pathway
E.L. Haynes PCS – Middle School (MS)	53.6%				Substantially Met a Pathway
E.L. Haynes PCS – High School (HS)	69.2%				Met a Pathway
Determination: E.L. Haynes PCS – ES and E.L. Haynes PCS – HS <u>met</u> their charter goals by earning a PMF score above 50.0% in SY 2018 – 19 and meeting a goal attainment pathway per the <i>Charter Goals Policy</i> in SY 2022 – 23. E.L. Haynes PCS – MS <u>substantially met</u> its charter goals by earning a PMF score above 50.0% in					

⁴³ See E.L. Haynes PCS's Goals Charter Amendment, Appendix A2.

⁴⁴ For details, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/2D2lvqc>.

⁴⁵ See the *Charter Goals Policy* here: <https://bit.ly/44xu4Hl>.

E.L. Haynes PCS Goal Attainment

SY 2018 – 19 and substantially meeting a goal attainment pathway per the *Charter Goals Policy* in SY 2022 – 23.

The remainder of Section One contains:

1. A description of the PMF and E.L. Haynes PCS's SY 2018 – 19 PMF outcomes;
2. A description of the goal attainment pathways in the *Charter Goals Policy* and data pertaining to each campus's pathway performance in SY 2022 – 23; and
3. Additional data on emerging multilingual learner (EML) proficiency at E.L. Haynes PCS.

The appendices to this report include a full summary of E.L. Haynes PCS's academic performance during the review period.⁴⁶

PMF Overview and E.L. Haynes PCS's SY 2018 – 19 PMF Outcomes

DC PCSB evaluated E.L. Haynes PCS – ES and E.L. Haynes PCS – MS—and similar schools—under its Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF). Using a 100-point scale, the PK – 8 PMF identified schools as high-performing, mid-performing, or low-performing based on their overall performance in four categories. In SY 2018 – 19, E.L. Haynes PCS – ES earned a score of 81.8% on the PMF (the equivalent of a “high-performing” rating). E.L. Haynes PCS – MS earned a score of 53.6% on the PMF (the equivalent of a “mid-performing” rating). In doing so, both campuses exceeded the PMF target of 50.0%.

DC PCSB evaluated E.L. Haynes PCS – HS—and similar schools—under its High School PMF (HS PMF), which also uses a 100-point scale to identify schools as high-performing, mid-performing, or low-performing based on their overall performance in four categories. In SY 2018 – 19, E.L. Haynes PCS – HS earned a score of 69.2% on the PMF (the equivalent of a “high-performing” rating). In doing so, the school exceeded the PMF target of 50.0%.

Charter Goals Policy Pathway Overview and E.L. Haynes PCS's SY 2022 – 23 Pathway Performance⁴⁷

The *Charter Goals Policy* established four pathways for schools to demonstrate goal attainment in SY 2022 – 23. Per the policy, DC PCSB evaluated SY 2022 – 23 goal attainment using the pathways in the order in which they appear.⁴⁸ A campus need only meet one

⁴⁶ See E.L. Haynes PCS's SY 2018 – 19 PMF in Appendices I1 – I3. See a complete summary of E.L. Haynes PCS's SY 2022 – 23 academic performance data in Appendix J.

⁴⁷ 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.

⁴⁸ DC PCSB first examined whether a campus met or exceeded the state or sector average, or demonstrated improvement from SY 2021 – 22 on each transitional goals measure (Pathway B). If not, DC PCSB examined 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 compared the campus's score on the OSSE accountability system to the 40.0% target (Pathway D). For details, see pages 2 – 3 of the *Charter Goals Policy* here: <https://bit.ly/44xu4Hl>.

pathway to be deemed as having met its SY 2022 – 23 charter goals. The following table summarizes the pathways applicable to E.L. Haynes PCS.

SY 2022 – 23 Goal Attainment Pathways	
Pathway	How to Meet the Pathway
A: Individually Negotiated Goals	NA ⁴⁹
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.

E.L. Haynes PCS – ES

In SY 2022 – 23, E.L. Haynes PCS – ES met Pathway C by exceeding publisher growth criteria in both reading and math on its nationally-normed assessment, i-Ready.⁵⁰ See below for details about E.L. Haynes PCS – ES’s performance on Pathway C.

Charter Goals Policy Pathway C – Growth

The chart below indicates E.L. Haynes PCS – ES exceeded publisher growth criteria on i-Ready reading and math assessments for students in grades 3 – 4.

⁴⁹ Pathway A only applies to LEAs with individually negotiated goals in their charter agreement.

⁵⁰ In June 2024, DC PCSB updated the publisher growth criteria for i-Ready. Prior to this update, DC PCSB expected 100% of students to meet their 'typical growth' benchmark. However, Curriculum Associates, i-Ready's publisher, recommends using an aggregate measure of median percent progress toward 'typical growth,' rather than the percentage of students meeting 'typical growth.' In light of this, DC PCSB has revised the target from 100% to 50.0% of students meeting their 'typical growth' benchmark. This is mathematically comparable to Curriculum Associates' suggested measure of median percent progress toward 'typical growth.' Based on this updated target, E.L. Haynes PCS – ES met Pathway C by exceeding publisher growth criteria on both reading and math subject tests. On June 17, 2024, DC PCSB staff updated this report and Appendix J to reflect this update. For more information about the i-Ready assessment, please see: <https://bit.ly/3xejiLp>.

Meet or Exceed Publisher Growth Criteria (Pathway C)			
Measure	Publisher Growth Criteria: i-Ready	SY 2022 – 23 School Performance	
	Rate of Students Expected to Meet ‘Typical Growth’ Target	n-size	Rate
i-Ready: Reading	50.0	99	70.7
i-Ready: Math	50.0	99	61.6

E.L. Haynes PCS – MS

In SY 2022 – 23, E.L. Haynes PCS – MS substantially met Pathway B by exceeding the state average or improving from SY 2021 – 22 to SY 2022 – 23 in three of four transitional goals measures in SY 2022 – 23. See below for details about E.L. Haynes PCS – MS’s performance on Pathway B.

Charter Goals Policy Pathway B – Transitional Goals

For schools serving grades 5 – 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 higher;⁵¹ 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 E.L. Haynes PCS – MS exceeded the state average in two measures—ISA and re-enrollment. The charts also indicate the campus improved its performance in PARCC proficiency in math from SY 2021 – 22 to SY 2022 – 23.

Meet or Exceed State/Sector Average (Pathway B)				
Measure	SY 2021 – 22 Comparative Average ⁵²		SY 2022 – 23 School Performance	
	State ⁵³	Sector	n-size	Rate
PARCC Proficiency in ELA	30.1	-	348	23.3
PARCC Proficiency in Math	21.5	-	348	13.5
In-Seat Attendance	87.9	-	NA	89.9
Re-enrollment	84.2	-	245	91.4

⁵¹ A score of “4” or “5” on PARCC indicates that students have met or exceeded expectations for their grade level.

⁵² Per the *Charter Goals Policy*, SY 2022 – 23 outcomes are compared to SY 2021 – 22 state and sector data.

⁵³ State/sector averages for elementary and/or middle schools are based on PK – 8 inclusive data, excluding outliers. Averages are not grade-band specific.

Demonstrate Improvement (Pathway B)				
Measure	SY 2021 – 22 School Performance		SY 2022 – 23 School Performance	
	n-size	Rate	n-size	Rate
PARCC Proficiency in ELA	350	23.7	348	23.3
PARCC Proficiency in Math	348	10.9	348	13.5
In-Seat Attendance	NA	85.5	NA	89.9
Re-enrollment	273	90.1	245	91.4

E.L. Haynes PCS – HS

In SY 2022 – 23, E.L. Haynes PCS – HS met Pathway D by earning a score above 40.0% on OSSE’s accountability system in SY 2022 – 23. See below for details about E.L. Haynes PCS – HS’s performance on Pathway D.

Charter Goals Policy Pathway D – OSSE Accountability System

OSSE’s accountability system measures multiple aspects of school performance, including academic growth and achievement, college and career readiness, and school environment. The chart below indicates that E.L. Haynes PCS – HS earned 64.5% on the OSSE Accountability framework, exceeding the target score of 40.0%.

OSSE Accountability Outcomes (Pathway D)		
Campus	OSSE Accountability System Target Score	SY 2022 – 23 School Summative Score
E.L. Haynes PCS – HS	40.0	64.5

Additional Data – Emerging Multilingual Learner (EML) Proficiency⁵⁴

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 EML students across four domains: listening, reading, speaking, and writing. EML students must test every year until they score a 4.5 or higher,⁵⁵ 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 for grades 6 – 12 within its Secondary Framework. OSSE reports ACCESS growth for schools with 10 or more eligible test-takers.

⁵⁴ ACCESS data does not factor into E.L. Haynes PCS’s goal determination.

⁵⁵ 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.

The following chart shows the percentage of EML students at E.L. Haynes PCS who met their ACCESS growth target relative to the sector average.⁵⁶ In SY 2018 – 19 and SY 2022 – 23, E.L. Haynes PCS – ES exceeded the sector average rate of ACCESS growth. E.L. Haynes PCS – MS exceeded the sector rate in SY 2018 – 19 but scored 14.5 percentage points below the sector rate in SY 2022 – 23. E.L. Haynes PCS – HS scored slightly below the sector rate in SY 2018 – 19 and scored above the sector rate in SY 2022 – 23.

ACCESS Growth Compared to Sector										
Elementary Framework										
Campus	2018 – 19		2019 – 20		2020 – 21		2021 – 22		2022 – 23	
	Sector	School	Sector	School	Sector	School	Sector	School	Sector	School
E.L. Haynes PCS – ES	34.9%	39.7%	NA ⁵⁷				NA ⁵⁸		50.5%	56.2%
Secondary Framework										
E.L. Haynes PCS – MS	12.1%	16.4%	NA				NA		40.1%	25.6%
E.L. Haynes PCS – HS	29.0%	28.0%							42.0%	47.4%

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.⁵⁹ 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.⁶⁰ Students whose growth exceeds their target are reported as exceptional growth, or growth over 100

⁵⁶ 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>.

⁵⁷ For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available.

⁵⁸ While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

⁵⁹ See OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

⁶⁰ 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>.

percent. The chart below compares E.L. Haynes PCS's SY 2022 – 23 median “percent of growth target met” to the state median. E.L. Haynes PCS – HS significantly exceeded the state median, while E.L. Haynes PCS – ES and E.L. Haynes PCS – MS met the median.

SY 2022 – 23 ACCESS Growth Compared to State		
Elementary Framework		
Campus	State Median	School Median
E.L. Haynes PCS – ES	100.0%	100.0%
Secondary Framework		
E.L. Haynes PCS – MS	0.0%	0.0%
E.L. Haynes PCS – HS	33.3%	83.0%

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.”⁶¹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2018 – 19, E.L. Haynes PCS has been compliant with all applicable laws as captured in DC PCSB’s compliance reviews.⁶²

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.⁶³

During fiscal year (FY) 2019, DC PCSB found E.L. Haynes PCS properly reported 32 procurement contract packages, but it received two Early Warning Notices for failure to report complete procurement contract packages in a timely manner.

During FY 2020, E.L. Haynes PCS reported six procurement contract packages and received two Early Warning Notices for failure to report complete contract packages in a timely manner.

⁶¹ D.C. Code § 38-1802.12(a)(3).

⁶² See E.L. Haynes PCS’s Compliance Review Reports, Appendices K1 – K5.

⁶³ 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 51 procurement contract packages and received one Early Warning Notice for failure to report complete procurement contract packages in a timely manner.

During FY 2022, the school reported eight procurement contract packages and received one Early Warning Notice 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 E.L. Haynes 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.⁶⁴

During the review period, DC PCSB flagged E.L. Haynes PCS for a desk audit for the disproportionate dual identification of EML students being also identified as students with disabilities. Please see the chart below for more information on the audit resolution.

School Year	Campus	Audit Criteria	Type of Audit	Results
2018 – 19	E.L. Haynes PCS – MS	Dual ID of SWD and EML	Desk Audit	No action was required; however, DC PCSB recommended that the school incorporate new practices of evaluating individual and school-level data among EML students and SWD.
2019 – 20	E.L. Haynes PCS – MS	Dual ID of SWD and EML	Desk Audit	DC PCSB recognized that most of the students who are dually identified were found eligible for special education services prior to enrolling at E.L. Haynes PCS – MS. Therefore, no action was required. However, DC PCSB recommended that the school continue to monitor the progress of dually identified

⁶⁴ See the *Emerging Multilingual Learner Audit and Monitoring Policy*, <https://bit.ly/4c2XP86>.

School Year	Campus	Audit Criteria	Type of Audit	Results
				students and assess ongoing eligibility for both special education and EML services as a multidisciplinary team.
2020 – 21	E.L. Haynes PCS – MS	Dual ID of SWD and EML	Desk Audit	DC PCSB recognized that most of the students who are dually identified were found eligible for special education services prior to enrolling at E.L. Haynes PCS – MS. Therefore, no action was required. However, DC PCSB recommended that the school consult OSSE's resources on serving EML students in special education and attend trainings regarding serving EML and special education students.

Special Education Compliance and Performance⁶⁵

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁶⁶ and Section 504 of the Rehabilitation Act of 1973.⁶⁷ 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.⁶⁸

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).⁶⁹ 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.

⁶⁵ See OSSE's Glossary of Special Education Compliance Terms, Appendix L.

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

⁶⁷ 29 U.S.C. § 794.

⁶⁸ For more details, in this report, see the school climate information in the School Background section and Appendix C. Also see the supplemental academic data by student group in Appendix J.

⁶⁹ See the SEPR for E.L. Haynes PCS for FFY 2021, Appendix M.

In addition to SEPR levels and scores, OSSE continues to issue annual determinations for each LEA in accordance with U.S. Department of Education reporting requirements. OSSE's SEPR scores and levels are aligned with the IDEA annual determinations as seen in the table below.⁷⁰

Percentage of Points from Applicable Measures ⁷¹	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% – 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 E.L. Haynes PCS's annual performance scores in this review period. OSSE determined these scores using the percentage of points from the applicable measures for E.L. Haynes PCS regarding IDEA compliance and student progress.

FFY ⁷²	Percentage of Points from Applicable Measures	IDEA Annual Determination	SEPR Level
2018	100%	Meets Requirements	NA
2019	94.5%	Meets Requirements	
2020	90.5%	Meets Requirements	
2021	83.8%	Meets Requirements	Leading

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: LEA Compliance and Student Progress. LEA Compliance makes up 35 points of the total

⁷⁰ See Appendix N for more details about LEA performance and OSSE's enforcement actions for each IDEA Annual Determination and SEPR score level.

⁷¹ 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.)

⁷² 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.

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.

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

Performance Area	LEA Percent of Points Earned	Weight	Performance Area Points Earned
LEA Compliance	100%	35	35.0
Student Progress	77.7%	65	50.6
Total (points earned out of 100): 83.8			

OSSE Enforcement Actions

E.L. Haynes PCS did not require any OSSE enforcement actions or interventions during the review period.

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, including the identification, evaluation, educational placement, or provision of a Free and Appropriate Public Education (FAPE).

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.

E.L. Haynes PCS had one due process complaint filed on May 18, 2018. The complaint was filed just outside the review period. However, the hearing and subsequent ruling occurred within the time period of the review. In this case, the hearing officer determined that a student was denied FAPE due to the school's failure to develop, "... as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur."⁷³ The school

⁷³ 34 C.F.R. § 300.530(d)(1)(ii).

also failed to include a parent in the IEP meeting where an interim alternative education setting was discussed subsequent to a Manifestation Determination Review (MDR) meeting. OSSE ordered the school to provide compensatory education hours to be used for individual tutoring and counseling. The determination was made June 28, 2018 and was closed timely.

E.L. Haynes PCS had no state complaints filed during the review period.

DC PCSB Audit and Monitoring Actions

According to the *Special Education Audit and Monitoring Policy*,⁷⁴ 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 E.L. Haynes PCS for a pre-audit warning for MDR data. See the chart below for more information on the audit resolution.

School Year	Campus	Audit Criteria	Type of Audit	Results
2021 – 22	E.L. Haynes PCS – HS	MDR data	Pre-Audit Warning	No action was required; however, DC PCSB strongly recommended that the school upload its missing notes to the special education data system (SEDS).

⁷⁴ See the *Special Education Audit and Monitoring Policy* here: <https://bit.ly/49U9wfR>.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁷⁵

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.⁷⁶

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 E.L. Haynes PCS for FY 2019 through FY 2022.⁷⁷

Summary of Findings⁷⁸

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 strong financial performance, robust liquidity, and healthy sustainability.
- Since FY 2019, the school has been exceeding its yearly enrollment projections, except for FY 2022. In the five-year period under review, the school has enrolled over 95% of its enrollment ceiling each year.

⁷⁵ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁷⁶ See D.C. Code § 38-1802.13(b).

⁷⁷ See E.L. Haynes PCS's FAR Reports, Appendices O1 – O4.

⁷⁸ See Financial Definitions in Appendix P 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

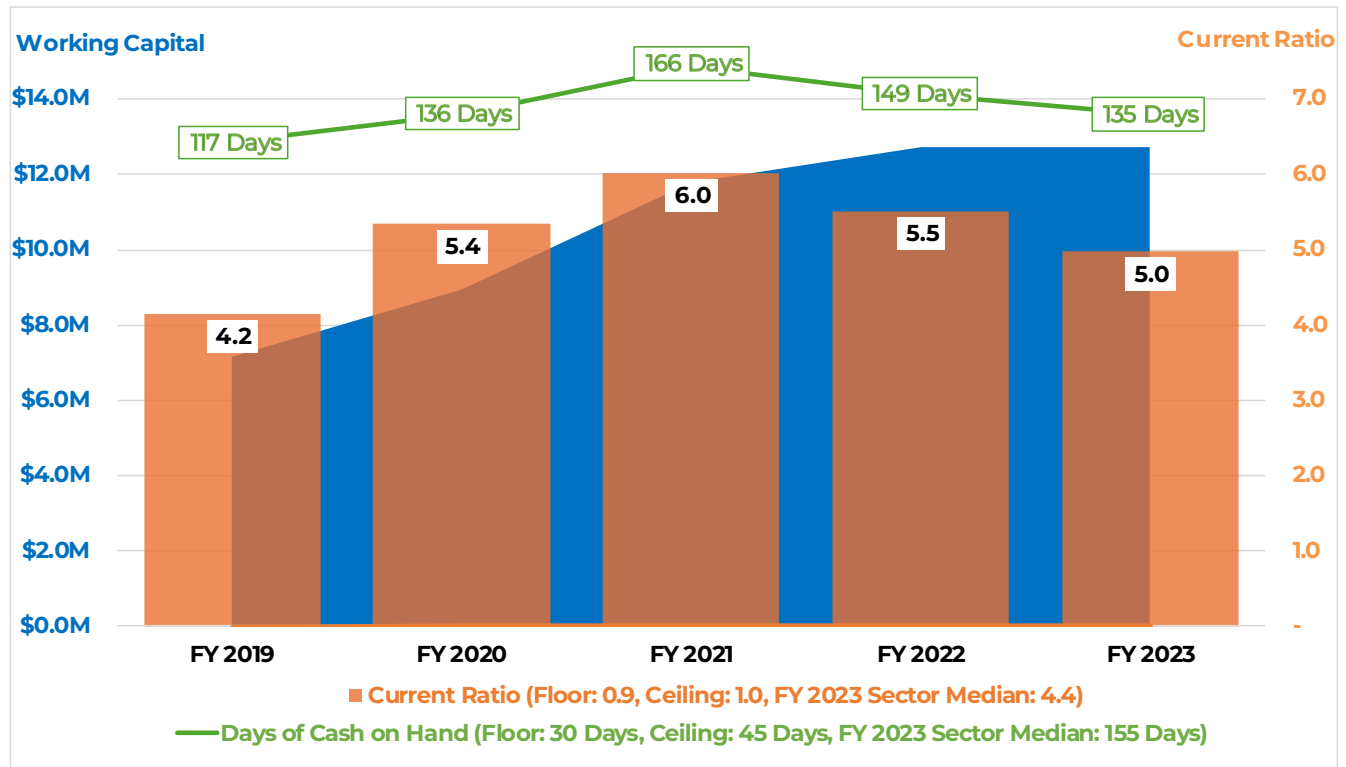
As reflected in the school's Enrollment, Operations, and Working Capital chart in the FY 2022 FAR,⁷⁹ in the four-year period from FY 2019 through FY 2022, the school's changes in net assets were positive each year, reflecting robust financial health. Change in net assets continued to be positive in FY 2023, but they reflected a \$1.6M decrease from \$1.9M in FY 2022 to \$0.3M in FY 2023, mainly due to a \$0.9M decrease in the gain on interest rate swap agreement from FY 2022 to FY 2023. The change in net assets margins, ranging between 1% and 10% from FY 2019 to FY 2022, allowed the school to invest almost all its funding to further its operations each year while increasing its sustainability.

The marginally below-target FY 2023 -1% change in net assets margin was mainly due to a 14% increase in personnel salaries and benefits expenses per student from \$19K in FY 2022 to \$22K in FY 2023 to support learning loss after the COVID-19 pandemic. This is not a cause for concern as, in the period under review, the school increased its financial strength as evidenced by its 85% increase in net assets from \$8.2M at fiscal year-end (FYE) 2019 to \$15.2M at FYE 2023. Additionally, the school reflected healthy sustainability with a 0.4 primary reserve ratio at FYE 2023, above the 0.2 target. The school also increased its enrollment projections each FY under review except for FY 2022 and maintained its enrollment above 95% of its enrollment ceiling each FY under this review.

⁷⁹ See the school's Enrollment, Operations, and Working Capital chart on the first page of E.L. Haynes PCS's FY 2022 FAR Report, Appendix O4.

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 robust liquidity. Days of cash on hand at FYE 2019 through FYE 2023 ranged between 117 days and 168 days, averaging 141 days, and consistently exceeding DC PCSB's 45-day target. The current ratio at FYE 2019 through FYE 2023 consistently exceeded the 1.0 target, growing from 4.2 at FYE 2019 to 5.0 at FYE 2023. The cash flow from operations margin that averaged 10% in the five-year period from FY 2019 through FY 2023, consistently above the 0% target, reflects the school's ability to generate cash flow from carrying out its operations.

Facilities and Occupancy

The school's expenses for its facilities as a percentage of total DC facilities funding from FY 2019 through FY 2023 trended downwards from 122% in FY 2019 to 102% in FY 2023, below the 126% FY 2023 sector median. In FY 2023, the school also spent only 11% of its total operating expenses on occupancy expenses, below the 16%

FY 2023 sector median. By incurring less occupancy costs than the sector median, more funds were available to invest in academic programs. The school's FY 2023 \$20 per square foot occupancy expenses is below the \$34 FY 2023 sector median. The school leases its building facility at 4501 Kansas Avenue NW with a lease expiration in June 2036. The school also owns a building facility at 3600 Georgia Avenue NW, the acquisition of which was financed by variable interest rate debt. However, the school entered into an interest rate swap agreement to hedge for potential increases in floating interest rates.

Occupancy Expenses as a Percentage of Facilities Revenue ⁸⁰ - FY 2023	
E.L. Haynes PCS	102%
Sector Median	126%

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.

⁸⁰ In the table, the school's percentage cell is shaded red if it is above the sector median (less desirable) and shaded green if below 100% (more desirable).

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2023 Target	FY 2023 Sector Median	Multiyear Trend
Operating Revenues	\$27.8M	\$29.5M	\$31.7M	\$34.4M	\$36.8M	NA	NA	
Operating Expenses	\$27.5M	\$27.4M	\$28.6M	\$34.0M	\$37.0M	NA	NA	
Operating Revenues per Student	\$24,521	\$25,953	\$26,659	\$29,953	\$31,617	NA	\$31,151	
Operating Expenses per Student	\$24,217	\$24,146	\$23,994	\$29,597	\$31,807	NA	\$29,707	
Salaries and Benefits as a % of Operating Expenses	66%	71%	69%	64%	68%	NA	62%	
Change in Net Assets Margin*	1%	7%	10%	1%	-1%	>= 0%	4%	
Net Assets	\$8.2M	\$8.9M	\$13.0M	\$14.9M	\$15.2M	NA	NA	
Primary Reserve Ratio*	0.3	0.3	0.5	0.4	0.4	>= 0.2	0.6	
Debt Ratio**	0.8	0.8	0.7	0.7	0.7	<= 0.5	0.6	

* Higher is better

** Lower is better

The school quickly grew its financial sustainability through its consistently above-target primary reserve ratio from 0.3 at FYE 2019 to 0.4 at FYE 2023. In the same five-year period, the debt ratio has remained above the 0.5 target but below the 0.9 floor. This is not a cause for concern due to the school's strong liquidity indicators and \$12.8M in working capital at FYE 2023, which is more than sufficient to service the school's yearly debt maturities.

Audit Findings

The school's independent auditor's reports for FY 2019 through FY 2023 reflected unmodified opinions and no significant findings. Additionally, no audit findings on the internal controls over financial reporting were noted in the five-year period from FY 2019 through FY 2023.