



Shantelle Wright
Board Chair

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

July 22, 2025

Via Electronic Mail

Rikki Taylor
Board Chair

Olivia Smith
Founder and Head of School

Bridges Public Charter School
100 Gallatin Street NE
Washington, DC 20011

Re: 20-Year Charter Review of Bridges Public Charter School

Dear Dr. Taylor and Ms. Smith:

As required by the D.C. School Reform Act, the DC Public Charter School Board (DC PCSB) conducts 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 2024 – 25 school year, DC PCSB conducted a review of Bridges Public Charter School.

DC PCSB staff prepared a comprehensive review report assessing the school's performance against the standard set by law.² On April 28, 2025, DC PCSB shared a draft of the report and invited feedback. DC PCSB staff reviewed the school's input and, where appropriate, incorporated it into a revised report that formed the basis of a formal staff proposal to the DC PCSB Board recommending charter continuance with conditions.

At the public board meeting on May 19, 2025, the DC PCSB Board voted to continue the school's charter with conditions for the reasons outlined in the report and proposal. School representatives were present and had the opportunity to speak

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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before the Board, and members of the public were also invited to provide comment prior to the vote.

Enclosed, you will find the signed copy of the accompanying staff proposal and the full charter review report, which details the basis for the DC PCSB Board's decision.

Thank you for your continued leadership and service to the students of the District of Columbia.

Sincerely,

A handwritten signature in black ink, appearing to read "Shantelle Wright".

Shantelle Wright
Board Chair

A handwritten signature in black ink, appearing to read "Michelle J. Walker-Davis".

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

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

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

Non-Voting Board Items

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

Policies

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

PREPARED BY: Gina Lucchesi, Manager, School Performance Department

SUBJECT: Charter Review: Bridges Public Charter School

DATE: May 19, 2025

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to conditionally continue the charter of Bridges Public Charter School (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 Bridges 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) 2019 – 20 through SY 2023 – 24
Charter Goals	Bridges PCS met its charter goals in SY 2022 – 23 and partially met its charter goals in SY 2023 – 24.
Compliance	Bridges PCS did not materially violate the law or its charter.
Finance	Bridges PCS did not display a pattern of fiscal mismanagement and is economically viable.

Bridges PCS adopted nine individually negotiated charter goals. In doing so, the school committed to attaining the goal targets in its charter agreement throughout the review period. However, given the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.³ Consequently, for this review period, DC PCSB staff assessed Bridges PCS's charter goals performance using SY 2022 – 23 and SY 2023 – 24 goal attainment pathway performance as outlined in DC PCSB's *Charter Goals Policy*.⁴

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment, including performance on: individually negotiated goals, transitional goals,⁵ a nationally normed growth assessment, or the Office of the State Superintendent of Education's (OSSE's) accountability system.⁶ Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

In SY 2022 – 23, Bridges PCS fully met the OSSE accountability system pathway by exceeding the target score of 40.0% on OSSE's accountability system.⁷ In SY 2023 –

³ Per DC PCSB's *COVID-19 Impact Policy*, DC PCSB ceased collection, aggregation, and publication of academic data for SY 2019 – 20 and SY 2020 – 21 and did not produce the PMF for those years. (See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. This policy has been superseded by the *Charter Goals Policy*, available here: <https://bit.ly/4cpui81>.)

⁴ See the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

⁵ "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, 2022 – 23, and 2023 – 24, DC PCSB collected transitional goals data from all schools to support evaluation during the COVID-19 recovery period.

⁶ OSSE's accountability system is formerly known as the "STAR Framework." Since 2022, applicable schools still receive a summative score but no longer receive STAR ratings.

⁷ See Section One of the attached report for more detail about Bridges PCS's goal attainment.

24, Bridges PCS did not fully meet any pathway. The school partially met the individually negotiated goals pathway by exceeding the goal target on four of seven applicable individually negotiated goals.

Separate and apart from the school's goal attainment, results from the Qualitative Site Review (QSR) suggest that Bridges PCS is performing just below proficient in the classroom environment domain and between basic and proficient in the instruction domain.^{8,9}

DC PCSB staff also evaluated the school's compliance with applicable federal and local laws and with its charter. DC PCSB staff determined the school has not committed a material violation of law or of its charter.

DC PCSB staff also evaluated the school's fiscal management. DC PCSB staff determined that the school has not engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal.¹⁰

Based on these findings, DC PCSB staff recommends the Board vote to continue Bridges PCS's charter with the following conditions:

1. DC PCSB will assess Bridges PCS's *Charter Goals Policy* pathway performance over the coming years and may conduct an out-of-cycle charter review prior to the school's scheduled 25-year charter review in SY 2029 – 30.
2. Bridges PCS must implement its OSSE-required and DC PCSB-approved School Improvement Plan beginning in SY 2025 – 26.¹¹ The school must report on its progress fulfilling the plan in its annual reports throughout the designation period, displaying academic outcomes and explaining specific

⁸ QSR observers rate the classroom environment and instruction on the Charlotte Danielson *Framework for Teaching* scale from one to four: "1" indicates "unsatisfactory" performance, "2" indicates "basic," "3" indicates "proficient," and "4" indicates "distinguished."

⁹ See the QSR section in the attached report for further details about the school's QSR performance.

¹⁰ The report will be finalized following the Board's vote on the school's continuance.

¹¹ In 2024, OSSE designated Bridges PCS as a Comprehensive Support and Improvement school. OSSE designated the school for scoring in the bottom 5.0% of DC public and public charter schools on OSSE's statewide accountability system in SY 2023 – 24. Designated schools must conduct a [Needs Assessment](#) and create and implement a [School Improvement Plan](#). See more information on page 6 of the attached report.

strategies the school is using to improve student outcomes. The school must also provide DC PCSB with mid-year School Improvement Plan progress updates at DC PCSB staff's request. If Bridges PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.

Rationale

Bridges PCS exhibited a significant decline in academic performance from SY 2022 – 23 to SY 2023 – 24. In SY 2023 – 24, the school did not fully meet any of the four available *Charter Goals Policy* goal attainment pathways. Moreover, the school demonstrated low and declining performance during the review period on critical measures of quality, including the proportion of students in grades 3 – 5 reaching or approaching proficiency in English language arts (ELA) and math.

Bridges PCS demonstrated declines in ELA and math proficiency among students in grades 3 – 5. The school did not meet its individually negotiated goal proficiency targets for ELA in SY 2023 – 24, and did not meet the targets for math in SY 2022 – 23 or SY 2023 – 24. Specifically, the school's ELA proficiency rate declined from 16.3% in SY 2022 – 23 to 8.5% in SY 2023 – 24.¹² Its math proficiency rate declined from 14.4% in SY 2022 – 23 to 7.5% in SY 2023 – 24.

Similarly, the school demonstrated declines in its rate of students in grades 3 – 5 approaching grade-level expectations on the state assessment. The school's proportion of students approaching proficiency in ELA declined from 48.1% in SY 2022 – 23 to 30.2% in SY 2023 – 24. Its proportion of students approaching proficiency in math declined from 36.2% in SY 2022 – 23 to 20.8% in SY 2023 – 24. This means that, in SY 2023 – 24, the percentages of students at Bridges PCS earning “basic” or “below basic” on the state assessment were 69.8% and 79.2% in ELA and math, respectively.

On OSSE's accountability system, Bridges PCS's scores reflect deteriorating school performance. OSSE's accountability system evaluates multiple aspects of school performance—including academic growth and achievement, college and career

¹² The proficiency rates and approaching proficiency rates reported in this section are from the school's individually negotiated goals. (See details on page 15 of the attached report.) Because the individually negotiated goals and accompanying business rules specify the Partnership for Assessment of Readiness for College and Careers (PARCC)—and not the state assessment in general—these rates include solely the PARCC and its successor assessment, the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE). Results from the Multi-State Alternate Assessment (MSAA), an assessment designed for students with significant cognitive disabilities, are not included in these rates. For the school's comprehensive state assessment results, refer to the school's transitional goals performance on page 19 of the attached report.

readiness, and school environment—that together determine each school's overall accountability score.¹³ DC PCSB's target score on OSSE's accountability system is 40.0%, meaning that when a school meets or exceeds 40.0%, it is considered as having met its goals for that school year under the *Charter Goals Policy*. In SY 2022 – 23, Bridges PCS exceeded the target by earning 41.7%. However, in SY 2023 – 24, the school's score decreased to 16.1%. When compared to all other schools evaluated under OSSE's accountability system, in SY 2023 – 24, Bridges PCS's score was the ninth-lowest of all evaluated schools in the District, and the sixth-lowest of any school serving elementary school grades.

Under the Every Student Succeeds Act (ESSA), OSSE is required to designate DC's lowest performing schools for improvement and additional support.¹⁴ In 2024, OSSE designated Bridges PCS as a Comprehensive Support and Improvement (CSI) school for scoring in the bottom 5.0% of DC public and public charter schools on OSSE's statewide accountability system. This designation lasts for three years. OSSE requires CSI designees to develop, implement, and monitor progress toward a School Improvement Plan.

The proposed academic conditions require Bridges PCS to make prompt and significant improvements to its core academic programming. DC PCSB may conduct an out-of-cycle charter review at any time before the school's next scheduled review. In addition to increasing school accountability, this condition allows DC PCSB to implement additional interventions more promptly if needed. DC PCSB will examine the school's goal attainment using the *Charter Goals Policy* pathways. These pathways assess critical measures of academic quality—including ELA and math proficiency—as well as measures of school environment. The second condition requires Bridges PCS to demonstrate progress fulfilling its School Improvement Plan and provide regular progress updates to DC PCSB staff. This condition is designed to ensure the school implements its improvement plan.

Charter Review Standard

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”¹⁵ 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

¹³ For details, see OSSE's DC Report Card Technical Guide here: <https://bit.ly/3Dhky3Q>. Refer to page 19 for a summary of how OSSE calculates each school's overall accountability score.

¹⁴ See OSSE's website for details: <https://bit.ly/4go4lCl>.

¹⁵ D.C. Code § 38-1802.12(a)(3).

- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.¹⁶

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.¹⁷

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.¹⁸

Background

Bridges PCS began operation in 2005 under authorization from DC PCSB. The school currently educates 365 students in grades pre-kindergarten 3 (PK3) – 5.¹⁹ The school operates one campus located in Ward 5. Bridges PCS's mission is:

To provide an exemplary, individualized early childhood and elementary educational program that includes students with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning.

Notification

On March 31, 2025, DC PCSB staff notified the following Advisory Neighborhood Commissioners of the school's 20-year charter review: Keith Sellars (5A01), Timothy Thomas (5A02), Emily Singer Lucio (5A03), Jack Hermes (5A04), Derrick Holloway (5A06), Elaine Alson (5A08), and Shelagh Bocoum (5A09). DC PCSB staff also notified the email addresses for Commissioners 5A05 and 5A07. The ANC's website lists these seats as vacant as of April 28, 2025.²⁰ DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.²¹

Attachment to this Proposal

Attachment A: Bridges PCS 20-Year Preliminary Charter Review Report

¹⁶ D.C. Code § 38-1802.13(a).

¹⁷ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

¹⁸ D.C. Code § 38-1802.13(b).

¹⁹ This enrollment figure is based on preliminary, unvalidated data as of March 10, 2025.

²⁰ See ANC 5A's website here: <https://bit.ly/4jwHf3p>.

²¹ See the notice here: <https://bit.ly/44BHtlt>.

Date: May 19, 2025

DC PCSB Action: ☐ Approved ☒ Approved with Changes ☐ Rejected

Changes to the Original Proposal:

The Board voted to continue Bridges PCS's charter with one additional condition.

Following condition 2, the Board added condition 3: "Bridges PCS must inform its families of conditions 1 and 2 above (using a template provided by DC PCSB) by June 16, 2025."

Board Chair Signature: _____





2024 – 25 20-Year Charter Review Report Bridges Public Charter School

May 19, 2025

DC Public Charter School Board
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Washington, DC 20003
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Appendices: <https://bit.ly/3Gl1Edm>

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

BOARD VOTE AND KEY FINDINGS

Bridges Public Charter School (PCS)²	
Review or Renewal	20-year charter review
Review Period	School year (SY) 2019 – 20 through SY 2023 – 24
Charter Goals	Bridges PCS met its charter goals in SY 2022 – 23 and partially met its charter goals in SY 2023 – 24.
Compliance	Bridges PCS did not materially violate the law or its charter.
Finance	Bridges PCS did not display a pattern of fiscal mismanagement and is economically viable.
Board Vote	The Board voted 6 – 0 to conditionally continue Bridges 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.”³ During SY 2024 – 25, DC PCSB conducted a 20-year charter review of Bridges 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.

Goals and Academic Achievement Expectations (Charter Goals)

Bridges PCS adopted nine individually negotiated charter goals.⁴ In doing so, the school committed to attaining the goal targets in its charter agreement throughout the review period. However, given the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.⁵ Consequently, for this review period, DC PCSB assessed Bridges PCS’s charter goals performance using SY 2022 – 23 and SY 2023 – 24 goal attainment pathway performance as outlined in DC PCSB’s *Charter Goals Policy*.⁶

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment, including performance on: individually negotiated goals, transitional goals,⁷ a nationally normed growth assessment, or the Office of the State Superintendent of Education’s

² See Bridges PCS’s Renewal Agreement and Amendments, Appendices A1 – A2. All appendices are located here: <https://bit.ly/3GIIEdm>.

³ D.C. Code § 38-1802.12(a)(3).

⁴ See Bridges PCS Renewal Agreement, Appendix A1.

⁵ Per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB ceased collection, aggregation, and publication of academic data for SY 2019 – 20 and SY 2020 – 21 and did not produce the PMF for those years. (See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. This policy has been superseded by the *Charter Goals Policy*, available here: <https://bit.ly/4cpui81>.)

⁶ See the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

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, 2022 – 23, and 2023 – 24, DC PCSB collected transitional goals data from all schools to support evaluation during the COVID-19 recovery period.

(OSSE's) accountability system.⁸ Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

In SY 2022 – 23, Bridges PCS fully met the OSSE accountability system pathway by exceeding the target score of 40.0% on OSSE's accountability system.⁹ In SY 2023 – 24, Bridges PCS did not fully meet any pathway. The school partially met the individually negotiated goals pathway by exceeding the goal target on four of seven applicable individually negotiated goals.

Bridges PCS exceeded its individually negotiated goal targets in SY 2022 – 23 and SY 2023 – 24 in the following areas: kindergarten (K) – 2 math growth, re-enrollment, and parent-teacher conference participation. Bridges PCS demonstrated improvement from SY 2022 – 23 to SY 2023 – 24 in its K – 2 English language arts (ELA) growth goal, exceeding the goal target in SY 2023 – 24.

Conversely, Bridges PCS did not meet expectations on its individually negotiated charter goals centered on ELA and math proficiency among students in grades 3 – 5. Specifically, the school's ELA proficiency rate declined from 16.3% in SY 2022 – 23 to 8.5% in SY 2023 – 24.¹⁰ Its math proficiency rate declined from 14.4% in SY 2022 – 23 to 7.5% in SY 2023 – 24.

Similarly, the school demonstrated declines in its rate of students in grades 3 – 5 approaching grade-level expectations on the state assessment. The school's proportion of students approaching proficiency in ELA declined from 48.1% in SY 2022 – 23 to 30.2% in SY 2023 – 24. Its proportion of students approaching proficiency in math declined from 36.2% in SY 2022 – 23 to 20.8% in SY 2023 – 24. This means that, in SY 2023 – 24, the percentages of students at Bridges PCS earning "basic" or "below basic" were 69.8% and 79.2% in ELA and math, respectively.

⁸ OSSE's accountability system is formerly known as the "STAR Framework." Since 2022, applicable schools still receive a summative score but no longer receive STAR ratings.

⁹ See Section One of this report for more detail about Bridges PCS's goal attainment.

¹⁰ The proficiency rates and approaching proficiency rates reported in this section are from the school's individually negotiated goals. (See details on page 15 of this report.) Because the individually negotiated goals and accompanying business rules specify the Partnership for Assessment of Readiness for College and Careers (PARCC)—and not the state assessment in general—these rates include solely the PARCC and its successor assessment, the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE). Results from the Multi-State Alternate Assessment (MSAA), an assessment designed for students with significant cognitive disabilities, are not included in these rates. For the school's comprehensive state assessment results, refer to the school's transitional goals performance on page 19 of this report.

Separate and apart from the school's goal attainment, during the Qualitative Site Review (QSR), observations of Bridges PCS's programming just below proficient in the classroom environment domain and between basic and proficient in the instruction domain.^{11, 12}

Compliance

DC PCSB determined the school has not committed a material violation of law or of its charter.

Finance

DC PCSB determined the school has not engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Staff Recommendation

Based on the findings outlined above and in the remainder of this report, DC PCSB staff recommended the Board vote to continue Bridges PCS's charter with conditions 1 and 2 outlined below.

Board Vote

At its public meeting on May 19, 2025, the DC PCSB Board voted 6 – 0 to continue Bridges PCS's charter with the below conditions, including the addition of condition 3.

1. DC PCSB will assess Bridges PCS's *Charter Goals Policy* pathway performance over the coming years and may conduct an out-of-cycle charter review prior to the school's scheduled 25-year charter review in SY 2029 – 30.
2. Bridges PCS must implement its OSSE-required and DC PCSB-approved School Improvement Plan beginning in SY 2025 – 26.¹³ The school must report on its progress fulfilling the plan in its annual reports throughout the designation period, displaying academic outcomes and explaining specific strategies the school is using to improve student outcomes.¹⁴ The school must also provide DC PCSB with mid-year School Improvement Plan progress updates at DC PCSB staff's request. If Bridges PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.

¹¹ QSR observers rate the classroom environment and instruction on the Charlotte Danielson *Framework for Teaching* scale from one to four: "1" indicates "unsatisfactory" performance, "2" indicates "basic," "3" indicates "proficient," and "4" indicates "distinguished."

¹² See the QSR section on page 22 of this report for further details about the school's QSR performance.

¹³ In 2024, OSSE designated Bridges PCS as a Comprehensive Support and Improvement school. OSSE designated the school for scoring in the bottom 5.0% of DC public and public charter schools on OSSE's statewide accountability system in SY 2023 – 24. Designated schools must conduct a [Needs Assessment](#) and create and implement a [School Improvement Plan](#). See more information on page 6 of this report.

¹⁴ "Designation period" refers to the period for which Bridges PCS remains a Comprehensive Support and Improvement school (as designated by OSSE).

3. Bridges PCS must inform its families of conditions 1 and 2 above (using a template provided by DC PCSB) by June 16, 2025.

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

Bridges PCS			
Year Opened	2005 – 06	Ward(s)	5
Number of Campuses	1	Year(s) of Previous Review	2010 – 11, 2014 – 15, 2019 – 20
Chartered Grade Span	Pre-kindergarten 3 (PK3) – 5	Current Enrollment Ceiling	464
Audited Enrollment and Grade Span (SY 2024 – 25)			
365, PK3 – 5			
Mission Statement			
To provide an exemplary, individualized early childhood and elementary educational program that includes students with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning. ^{15, 16}			

School Overview

Bridges PCS began operation in SY 2005 – 06 under authorization from DC PCSB to educate students in grades PK3 and pre-kindergarten 4 (PK4). In 2012, the DC PCSB Board approved the local education agency (LEA)¹⁷ to serve students in grades PK3 – 5. In SY 2012 – 13, Bridges PCS began adding a grade each year until it reached maturation in SY 2017 – 18. The LEA currently serves students in grades PK3 – 5 at a single campus in Ward 5.

Bridges PCS was designed to serve a higher percentage of students with disabilities and emerging multilingual learners (EMLs), compared with most schools in the District.¹⁸ Bridges PCS uses a student-centered curriculum that focuses on inclusivity for its diverse population of students. The school's curriculum and instructional approach provide students with developmentally appropriate learning activities and opportunities for individualized instruction. Additionally, the school offers a hands-on, inquiry-based curriculum that allows students to acquire new skills during small-group instruction, whole-group class work, and individual practice.

Bridges PCS also implements a family-centered approach to ensure that learning is fostered at school and reinforced at home. Bridges PCS leaders deem parental

¹⁵ This mission statement is captured in Bridges PCS's charter agreement.

¹⁶ Bridges PCS's website (<https://bit.ly/3BYqO6v>) and annual report for SY 2023 – 24 state the school's mission as: "To provide an exemplary educational program that includes all students. Our developmentally appropriate, student and family-centered approach nurtures students to expand their developmental skills, in order to build a foundation for life-long learning." The school must seek DC PCSB's approval to formally adopt the revised mission statement in its charter agreement.

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

¹⁸ See Bridges PCS's annual report for SY 2023 – 24, Appendix B.

involvement key to the LEA's educational model. The school says it views parents as partners in students' education. In addition to a parent-teacher organization, the school says it maintains connections with parents through parent-teacher conferences throughout the school year, parent workshops that provide resources on supporting healthy child development, parent volunteer opportunities, and a weekly classroom newsletter.

Every Student Succeeds Act (ESSA) Accountability Designation

Per ESSA, OSSE is required to designate DC's lowest performing schools for improvement and additional support. In 2024, OSSE designated Bridges PCS as a Comprehensive Support and Improvement (CSI) school for scoring in the bottom 5.0% of DC public and public charter schools on OSSE's statewide accountability system. This designation lasts for three years.

Enrollment and Demographic Data

Bridges PCS enrolls students from every ward in the District.¹⁹ In SY 2023 – 24, nearly half of all Bridges PCS students lived in Wards 5. Most of the remaining students lived in Wards 4, 7, and 8. The tables below show the LEA's enrollment history.

Enrollment Measure	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Audited Enrollment ²⁰	408	396	341	380	365
Enrollment Projections ²¹	428	414	406	353	386
Enrollment Ceiling ²²	464	464	464	464	464

¹⁹ OSSE provides LEA-level 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/4lospWv>.

²⁰ OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

²¹ 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.

²² 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	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
PK3	56	54	33	50	39
PK4	57	51	54	44	58
K	54	52	49	59	52
1	48	51	50	45	48
2	49	50	52	51	38
3	44	52	43	52	45
4	58	34	37	47	50
5	42	52	23	32	35

The chart below shows the school's student demographics in SY 2023 – 24.

Student Group	Percentage Enrolled
At-Risk or Economically Disadvantaged Students²³	44.9%
Emerging Multilingual Learners (EML)²⁴	56.7%
Students with Disabilities (SWD)²⁵	35.9%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	43.0%
Hispanic/Latino	51.5%
Multiracial	2.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	1.4%

School Climate

The charts below report Bridges PCS's performance in school years 2022 – 23 and 2023 – 24 across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates. DC PCSB presents these measures by grade band and student group and compares them to the relevant rates for

²³ 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.

“Economically disadvantaged” students are defined as meeting one or more of criteria a, b, or c. For schools serving grades PK – 8, percentages of at-risk students and economically disadvantaged students are identical.

²⁴ EML students are students who 1) speak a primary language other than English and 2) have been screened and determined eligible for English language development services. An EML student may have difficulty speaking, reading, writing, or understanding the English language.

²⁵ 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.

the DC public charter sector.²⁶ Isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities. For a full report on Bridges PCS's school environment measures across the review period, please see Appendix C.

Key for OSS and MYW Rates	
Blue	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 ²⁷

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.²⁸

As the OSS charts below and in Appendix C show, Bridges PCS's OSS rates for all students, at-risk students, EML students, and SWD in grades K – 5 were consistently higher than sector rates throughout the review period. Of particular concern are the school's two-year average OSS rates for SY 2022 – 23 and SY 2023 – 24. Bridges PCS suspended all students, at-risk students, and EML students at more than double the corresponding sector-wide K – 5 rate.

Two-Year Average ²⁹ OSS Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Bridges PCS	PK3 – PK4	0.0%	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.1%	0.1%
Bridges PCS	K – 5	8.2%	10.5%	7.3%	9.8%
Sector		3.4%	4.9%	1.2%	5.9%

MYW

The MYW rate is the percentage of students who have withdrawn from school during the school year.³⁰

²⁶ In the following tables, the EML student group includes active EML students only. (Monitored Years 1 – 4 EML students are not included.) An "active EML student" is a student currently participating in EML programming. A "monitored EML student" is a student who has met the English language proficiency level to exit EML programming. After exiting EML programming, students are monitored for four years to ensure they did not exit the program prematurely.

²⁷ DC PCSB does not report values when the n-size is less than 10.

²⁸ The student universe for OSS includes students who were ever enrolled at the school in a given year (i.e., students in the enrollment audit and those who were not).

²⁹ Each table in this section reports two-year average rates for school years 2022 – 23 and 2023 – 24.

³⁰ The student universe for MYW includes audited students only.

As the MYW charts below and in Appendix C show, Bridges PCS's MYW rates for all students, at-risk students, EML students, and SWD in grades K – 5 were consistently above corresponding sector rates during most of the review period.

Two-Year Average MYW Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Bridges PCS	PK3 – PK4	3.1%	1.3%	4.6%	0.0%
Sector		3.2%	4.0%	2.6%	2.3%
Bridges PCS	K – 5	4.9%	5.0%	5.3%	4.4%
Sector		3.8%	4.9%	2.7%	3.8%

ISA

The ISA rate is the percentage of students who were present each day.³¹

As the ISA charts below and in Appendix C show, Bridges PCS's ISA rates for all students, at-risk students, EML students, and SWD were consistently below sector rates during most of the review period.

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

Two-Year Average ISA Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Bridges PCS	PK3 – PK4	84.7%	83.5%	86.6%	83.6%
Sector		85.4%	81.7%	86.1%	84.8%
Bridges PCS	K – 5	88.9%	86.2%	90.7%	85.6%
Sector		89.3%	86.4%	92.5%	87.8%

Previous Charter Reviews

Five-Year Review

In SY 2010 – 11, DC PCSB conducted a five-year review of Bridges PCS and found the school

³¹ DC PCSB recently changed its business rules for calculating ISA rates to align with attendance measures evaluated in its accountability system, ASPIRE. For SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22, Bridges PCS's ISA rates include students who were enrolled for at least 10 instructional days. For SY 2022 – 23 and SY 2023 – 24, Bridges PCS's ISA rates include students who were enrolled for more than 20 instructional days.

met the standard for charter continuance.³² DC PCSB staff noted the school's success in preparing its four-year-old students for the transition to kindergarten, including its EML students. Based on these findings, in February 2010, DC PCSB voted to continue Bridges PCS's charter.

10-Year Review

In SY 2014 – 15, DC PCSB conducted a 10-year review of Bridges PCS and found the school met the standard for charter continuance.³³ DC PCSB noted the school fully met its five goals and academic achievement expectations. Also, given the school was preparing for a grade-level expansion at that time, DC PCSB staff indicated it would continue to monitor the school's academic progress over time to ensure the LEA maintained steady performance during the expansion. Based on these findings, in January 2015, DC PCSB voted to continue Bridges PCS's charter.

15-Year Renewal

In SY 2019 – 20, DC PCSB conducted a 15-year renewal of Bridges PCS and found the school met the standard for renewal.³⁴ DC PCSB reported the school had adopted DC PCSB's Performance Management Framework (PMF) as its goals and academic achievement expectations but did not meet the standard of earning an average PMF score of 50% over the five-year review period. Instead, Bridges PCS met the "Improvement Provision" in its charter goals by demonstrating consistent growth in its PMF scores between school years 2016 – 17 and 2018 – 19. The school also met the "Demonstrated Promise Provision" in its charter goals by achieving a PMF score of 50.0% in SY 2018 – 19 during the review period. Based on these findings, in November 2019, DC PCSB voted to renew Bridges PCS's charter for another 15-year term.

Communication with the School

In July 2023, DC PCSB staff conducted an Effective Organization Meeting with Bridges PCS staff to discuss four health and safety complaints describing physical harm to a child.³⁵ Although the incident took place in fall 2022, Bridges PCS school leaders were not aware of the incident until March 2023. School leaders responded by 1) reporting the case to the DC Child and Family Services Agency, 2) conducting an investigation, 3) terminating employees who were aware of the incident and failed to fulfill their reporting obligations, and 4) communicating with families in the affected classroom. DC PCSB staff recommended that Bridges PCS review its processes for communicating incidents to families, develop a tracking system for reporting incidents to the DC Child and Family Services Agency (CSFA), and consult with CSFA representatives.

³² See Bridges PCS's Five-Year Review Report, Appendix D1.

³³ See Bridges PCS's 10-Year Review Report, Appendix D2.

³⁴ See Bridges PCS's 15-year Renewal Report, Appendix D3.

³⁵ For details, see the invitation and follow-up letters, Appendices D4 – D5.

In September 2024, DC PCSB staff met with Bridges PCS staff to discuss the school's 20-year review. DC PCSB staff explained how DC PCSB assesses goal attainment for SY 2022 – 23 and SY 2023 – 24 per the *Charter Goals Policy*. DC PCSB staff also discussed the school's goal performance during SY 2022 – 23.

In December 2024, Bridges PCS staff emailed DC PCSB staff, identifying an error in the school's data reporting. The school mistakenly administered the incorrect assessment for two of its individually negotiated charter goals across three school years: SY 2021 – 22, SY 2022 – 23, and SY 2023 – 24. DC PCSB staff communicated via email with the school, and the school continued to provide updates regarding its conversations with the assessment publisher in January 2025 and February 2025. In March 2025, DC PCSB staff met with Bridges PCS staff to discuss this issue. DC PCSB staff shared that the two goals in question would be considered “not applicable” for the school's 20-year review. DC PCSB staff also discussed the school's goal performance during SY 2023 – 24. Staff noted that, while the academic downturn in SY 2023 – 24 was concerning, the school fully met its goals in SY 2022 – 23.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”³⁶ 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.³⁷

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.³⁸

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.³⁹

³⁶ D.C. Code § 38-1802.12(a)(3).

³⁷ D.C. Code § 38-1802.13(a).

³⁸ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

³⁹ 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 October 2020,⁴⁰ Bridges PCS amended its charter agreement to implement individually negotiated charter goals.⁴¹ In doing so, the LEA agreed to be assessed annually using the specified measures and targets.

As previously noted, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.⁴² For SY 2022 – 23 and SY 2023 – 24, DC PCSB resumed assessing goal attainment using pathways established in its *Charter Goals Policy*.⁴³

Bridges PCS's goal attainment results are as follows:

Bridges PCS Goal Attainment				
2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
NA			Met	Partially Met

The remainder of Section One contains:

1. An overview of the goal attainment pathways in the *Charter Goals Policy* applicable to Bridges PCS;
2. An explanation of Bridges PCS's goal attainment for SY 2022 – 23 and SY 2023 – 24;
3. Data pertaining to the school's academic performance on each applicable goal attainment pathway; and
4. Additional academic information not included in Bridges PCS's goal attainment assessment.

Appendix E shows Bridges PCS's academic performance by student group during the review period.

Charter Goals Policy Pathways Overview

The *Charter Goals Policy* established pathways for schools to demonstrate goal attainment for SY 2022 – 23 and SY 2023 – 24. DC PCSB evaluated goal attainment using the pathways in the order in which they appear.⁴⁴ A school need only meet one pathway in each school

⁴⁰ See Bridges PCS's Goals Charter Amendment, Appendix A2.

⁴¹ Bridges PCS previously used DC PCSB's Performance Management Framework, or PMF, as its charter goals from 2012 until its October 2020 charter amendment.

⁴² See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁴³ See the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

⁴⁴ To assess SY 2022 – 23 goal attainment, DC PCSB first examined whether a campus met or exceeded the state or sector rate or demonstrated improvement from the prior year 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

year to be deemed as having met its charter goals. The following table summarizes the pathways applicable to Bridges PCS.

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 prior year data. ⁴⁵
B: Transitional Goals	For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed state performance (sector performance when state is unavailable) <u>OR</u> demonstrate improvement compared to prior year data. ^{46, 47}
C: Growth	SY 2022 – 23
	For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on ELA/reading and math subject tests compared to the publisher's national performance rates <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.
	SY 2023 – 24
	Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for ELA/reading and math subject tests compared to the publisher's national performance rates; <u>OR</u> for PK – 8 schools, meet or exceed a Median Growth Percentile (MGP) of 50.0 on DC Comprehensive Assessments of Progress in Education (DC CAPE) ⁴⁸ in ELA and math.
D: OSSE Accountability	Earn a 40.0% or higher on OSSE's DC School Report Card.

PCSB compared the campus's score on the OSSE DC School Report Card to the 40.0% target (Pathway D). DC PCSB used a similar process to assess SY 2023 – 24 goal attainment. For details, see pages 11 – 13 of the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

⁴⁵ Pathway A applies to LEAs with individually negotiated goals in their charter agreement.

⁴⁶ In some instances, DC PCSB may be unable to assess improvement for transitional goals due to lack of prior year data, or a change in assessment or measure calculation.

⁴⁷ If the overall targets are not met, DC PCSB may consider student group performance on transitional goals. DC PCSB will primarily review performance among at-risk, students with disabilities, and emerging multilingual learner student groups. DC PCSB receives student-level demographic designations from OSSE.

⁴⁸ From 2015 to 2023, DC was a member of the PARCC consortium and administered PARCC assessments in ELA and math. In 2023, the PARCC consortium ceased to exist. DC implemented a new name for the same state assessments—DC CAPE. For details, see here: <https://bit.ly/4qjDL2S>.

Bridges PCS's Goal Attainment

SY 2022 – 23 Goal Attainment

In SY 2022 – 23, Bridges PCS met Pathway D by exceeding the target score of 40.0% on OSSE's DC School Report Card. See the Pathway D Performance section on pages 21 – 22 for details about Bridges PCS's performance on Pathway D.

SY 2023 – 24 Goal Attainment

In SY 2023 – 24, Bridges PCS did not fully meet any pathway. The school partially met Pathway A by exceeding the goal target on four of seven applicable individually negotiated goals. See the Pathway A Performance section on pages 15 – 18 for details about Bridges PCS's performance on Pathway A.

Bridges PCS's Academic Performance Data by Pathway

Pathway A (Individually Negotiated Goals) Performance

Per Bridges PCS's charter agreement,⁴⁹ DC PCSB evaluated the individually negotiated goals below for SY 2022 – 23 and SY 2023 – 24. 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 prior year performance.

Key for Charter Goals Chart	
Blue	Equal to or greater than the target <u>or</u> improvement compared to prior year performance
Red	Less than the target <u>and</u> no improvement compared to prior year performance
Grey	Data not available (NA) or data not used for goal determination
n < 10	The number of test takers (n-size) is less than 10

Individually negotiated goals:

1. At least 80.0% of PK3 – PK4 students will score at or above their age range at the end of the year on the LAP-3 math assessment.
2. At least 80.0% of PK3 – PK4 students will score at or above their age range at the end of the year on the LAP-3 reading assessment.
3. At least 50.0% of all K – 2 students will achieve at or above the 40th percentile or meet/exceed their spring growth targets in math on the NWEA MAP's national norms by the spring test administration each year.
4. At least 50.0% of all K – 2 students will achieve at or above the 40th percentile or meet/exceed their spring growth targets in ELA on the NWEA MAP's national norms by the spring test administration each year.

⁴⁹ See Bridges PCS's Charter Agreement, Appendix A1.

5a. The percent of grade 3 – 5 students scoring level 4+ on the PARCC math assessment will meet or exceed the target for students scoring 4+ in math.

5b. The percent of grade 3 – 5 students scoring level 3+ on the PARCC math assessment will meet or exceed the target for students scoring 3+ in math.

6a. The percent of grade 3 – 5 students scoring level 4+ on the PARCC ELA assessment will meet or exceed the target for students scoring 4+ in ELA.

6b. The percent of grade 3 – 5 students scoring level 3+ on the PARCC ELA assessment will meet or exceed the target for students scoring 3+ in ELA.

7. Bridges PCS will meet or exceed an In-Seat Attendance (ISA) rate of 90.0%.

8. Bridges PCS will meet or exceed a re-enrollment rate of 75.0%.

9. At least 75.0% of students' families will participate in at least one parent-teacher conference during the school year.

Individually Negotiated Goal Performance								
Goal	2019 – 20	2020 – 21	2021 – 22		2022 – 23		2023 – 24	
			Rate	Target	Rate	Target	Rate	Target
1	NA ⁵⁰		NA					
2	NA		Rate	Target	Rate	Target	Rate	Target
			NA					
3	NA		Rate	Target	Rate	Target	Rate	Target
			69.9	50.0	57.1	50.0	72.1	50.0
			n=133		n=133		n=122	
4	NA		Rate	Target	Rate	Target	Rate	Target
			54.1	50.0	38.2	50.0	57.0	50.0
			n=135		n=123		n=121	
5	a	NA	Rate	Target	Rate	Target	Rate	Target
			24.4	NA	16.3	16.1	8.5	18.0
			n=78		n=104		n=106	
	b	NA	Rate	Target	Rate	Target	Rate	Target
			43.6	NA	48.1	39.3	30.2	41.2
			n=78		n=104		n=106	
6	a	NA	Rate	Target	Rate	Target	Rate	Target

⁵⁰ Given DC PCSB's the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.

Individually Negotiated Goal Performance									
Goal		2019 – 20	2020 – 21	2021 – 22		2022 – 23		2023 – 24	
		NA	26.6	NA	14.4	16.2	7.5	19.0	
			n=79		n=104		n=106		
	b		Rate	Target	Rate	Target	Rate	Target	
			43.0	NA	36.2	35.0	20.8	39.4	
			n=79		n=104		n=106		
7	NA	Rate	Target	Rate	Target	Rate	Target		
		84.3	90.0	87.9	90.0	87.7	90.0		
		NA		NA		NA			
8	NA	Rate	Target	Rate	Target	Rate	Target		
		73.3	75.0	79.3	75.0	78.4	75.0		
		n=337		n=319		n=333			
9	NA	Rate	Target	Rate	Target	Rate	Target		
		76.9	75.0	82.3	75.0	75.8	75.0		
		n=325		n=362		n=343			

Goal 1: DC PCSB is unable to evaluate goal attainment for Bridges PCS's PK math assessment goal for SY 2022 – 23 and SY 2023 – 24. In December 2024, the school informed DC PCSB that the incorrect assessment (the LAPTM B-K, rather than the LAP-3) was administered from SY 2021 – 22 through SY 2023 – 24.

Goal 2: DC PCSB is unable to evaluate goal attainment for Bridges PCS's PK reading assessment goal for SY 2022 – 23 and SY 2023 – 24. In December 2024, the school informed DC PCSB that the incorrect assessment (the LAPTM B-K, rather than the LAP-3) was administered from SY 2021 – 22 through SY 2023 – 24.

Goal 3: In SY 2022 – 23 and SY 2023 – 24, Bridges PCS met its K – 2 math growth goal by exceeding the goal target.

Goal 4: In SY 2022 – 23, Bridges PCS did not meet its K – 2 ELA growth goal, but in SY 2023 – 24, it exceeded the goal target and met its K – 2 ELA growth goal.

Goal 5: In SY 2022 – 23, Bridges PCS exceeded its 3 – 5 math state assessment proficiency goal. In SY 2023 – 24, it did not meet the target.

Goal 6: In SY 2022 – 23, Bridges PCS partially met its 3 – 5 ELA state assessment proficiency goal by exceeding the goal target for students scoring level 3+ but not meeting the goal target or improving from its prior year performance for students scoring level 4+. In SY 2023 – 24, Bridges PCS did not meet its 3 – 5 ELA state assessment proficiency goal.

Goal 7: In SY 2022 – 23, Bridges PCS met its ISA goal by improving from its prior year's performance. In SY 2023 – 24, the school did not meet its ISA goal.

Goal 8: In SY 2022 – 23 and SY 2023 – 24, Bridges PCS exceeded its re-enrollment goal target.

Goal 9: In SY 2022 – 23 and SY 2023 – 24, Bridges PCS exceeded its parent-teacher conference goal target.

Pathway B (Transitional Goals) Performance

For schools serving grades PK – 5 transitional goals measures include, to the extent available: PK Classroom Assessment Scoring System (CLASS) outcomes; proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment or the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) in ELA and math, indicated by the percentage of students scoring 4 or higher;⁵¹ ISA; and re-enrollment.

The chart below shows Bridges PCS's performance on each applicable transitional goals measure in SY 2022 – 23 and SY 2023 – 24. (Per the *Charter Goals Policy*, DC PCSB uses SY 2021 – 22 school performance as a baseline to assess improvement in SY 2022 – 23.) The chart indicates whether the school's rate met the state or sector rate, and whether the school improved from its prior year performance.^{52, 53, 54}

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

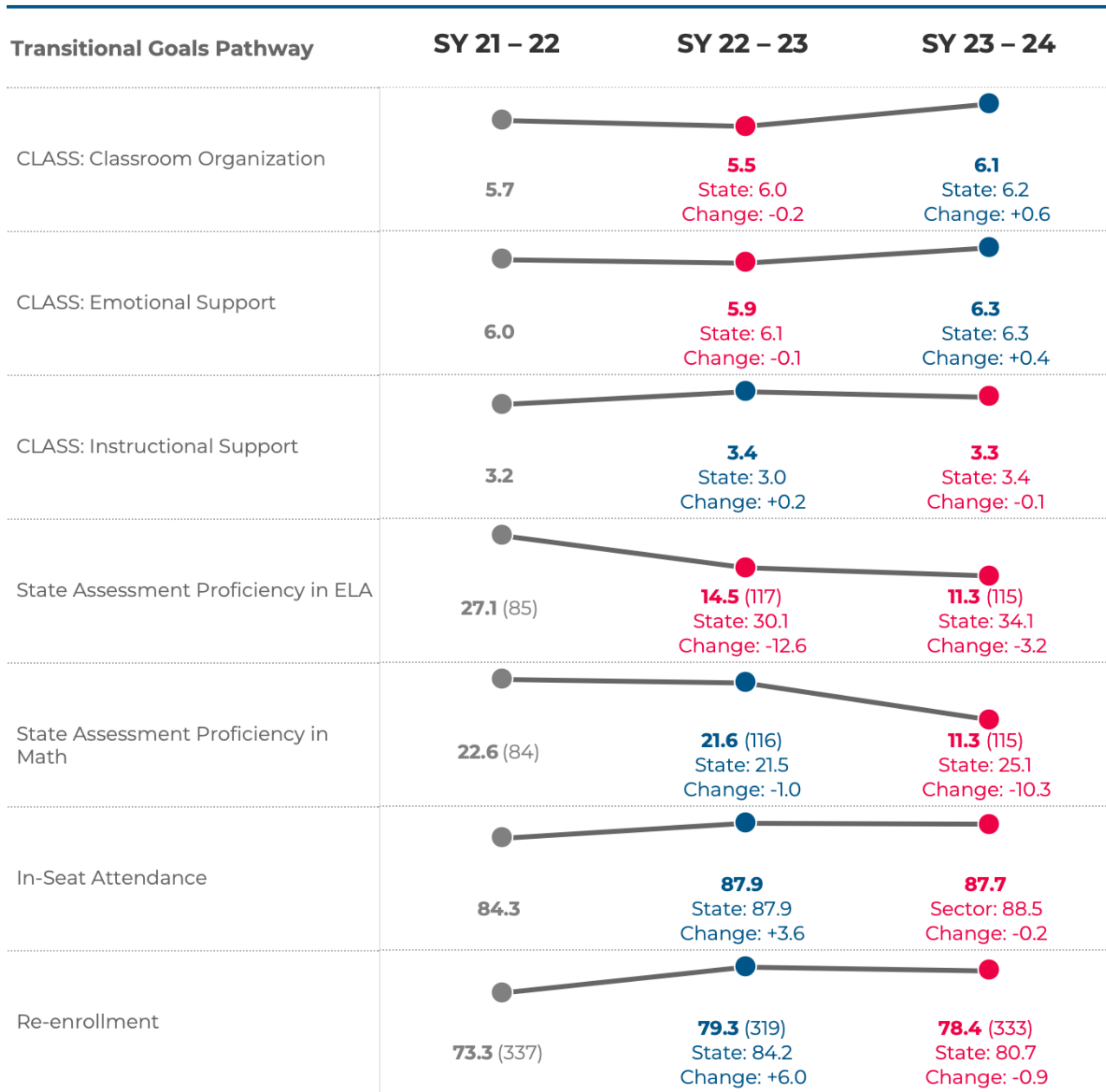
⁵² Per the *Charter Goals Policy*, comparative state/sector rates are from the prior year state/sector data. That is, state/sector rates in the "SY 22 – 23" column represent state/sector rates from SY 2021 – 22, and state/sector rates in the "SY 23 – 24" column represent state/sector rates from SY 2022 – 23. DC PCSB uses state/sector rates from the prior school year as comparative rates so that school leaders have advance notice of the comparative rates.

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

⁵⁴ The evaluation of transitional goal measures only considers performance compared to state/sector rates or prior year performance. In the case of PK CLASS outcomes, a school may not meet the state rate but may meet the publisher defined threshold of quality in the domain. Teachstone defines the threshold of quality as a score of 6.0 or above in Classroom Organization and Emotional Support and a score of 3.0 or above in Instructional Support. See CLASS® Thresholds Summary (2023) by Teachstone here: <https://bit.ly/47rXI3s>.

Rate (n-size)

- Met state/sector rate or improved from prior year
- Did not meet state/sector rate and did not improve from prior year
- Not applicable or not assessed



Data Notes:

DS: Data suppressed (sample size less than 10) and is not evaluated.

<5: Rate is less than 5% and is not shown but is evaluated.

No Comp.: No comparative value (state or sector sample size less than 10).

All data labels are rounded to the nearest tenths. All color coding reflects non-rounded values.

In SY 2022 – 23, Bridges PCS met or exceeded state performance or demonstrated improvement in four of seven transitional goals measures. The school met or exceeded

state performance in PK CLASS: Instructional Support, state assessment proficiency in math, and ISA. The school demonstrated improvement in re-enrollment. Bridges PCS did not meet state performance, nor did it demonstrate improvement in PK CLASS: Classroom Organization, PK CLASS: Emotional Support, or state assessment proficiency in ELA.

In SY 2023 – 24, Bridges PCS met or exceeded state/sector performance or demonstrated improvement in two of seven transitional goals measures. The school met state performance in PK CLASS: Emotional Support. The school demonstrated improvement in PK CLASS: Classroom Organization. Bridges PCS did not meet state/sector performance, nor did it demonstrate improvement in PK CLASS: Instructional Support, state assessment proficiency in ELA, state assessment proficiency in math, ISA, and re-enrollment. While the school did not meet the state rate or improve performance in CLASS: Instructional Support, the school did meet the publisher-defined threshold of quality in the domain.

Pathway C (Growth) Performance

Bridges PCS selected the NWEA MAP as its nationally normed growth assessment. The table below shows Bridges PCS’s performance on the NWEA MAP math and reading assessments in SY 2022 – 23 and SY 2023 – 24. The table also shows Bridges PCS’s growth performance on DC CAPE in SY 2023 – 24.

SY22-23: Met publisher growth criteria or improved from prior year

SY23-24: Met publisher growth criteria

Rate (n-size)

SY22-23: Did not meet publisher growth criteria and did not improve from prior year

SY23-24: Did not meet publisher growth criteria

Not applicable or not assessed

Growth Pathway	SY 21 – 22	SY 22 – 23	SY 23 – 24
NWEA MAP: Reading	NA	32.0 (107) CGP: 50.0	29.0 (109) CGP: 50.0
NWEA MAP: Math	NA	46.0 (107) CGP: 50.0	48.0 (109) CGP: 50.0
State Assessment MGP: ELA			30.0 (66) MGP: 50.0
State Assessment MGP: Math			36.0 (68) MGP: 50.0

Data Notes:
 DS: Data suppressed (sample size less than 10) and is not evaluated.
 <5: Rate is less than 5% and is not shown but is evaluated.
 No Comp.: No comparative value (state or sector sample size less than 10).
 All data labels are rounded to the nearest tenths. All color coding reflects non-rounded values.

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In SY 2022 – 23, Bridges PCS did not meet or exceed publisher growth criteria on the NWEA MAP in reading and math.

In SY 2023 – 24, Bridges PCS did not meet or exceed publisher growth criteria on the NWEA MAP in reading and math. Bridges PCS did not meet or exceed the Median Growth Percentile (MGP) in ELA and math on DC CAPE.

Pathway D (OSSE Accountability System) Performance

OSSE’s accountability system, the DC School Report Card, measures multiple aspects of school performance, including academic growth and achievement, college and career readiness, and school environment. The chart below shows Bridges PCS’s summative scores for SY 2022 – 23 and SY 2023 – 24.

OSSE DC School Report Card Outcomes (Pathway D)		
Target Score	SY 2022 – 23 School Summative Score	SY 2023 – 24 School Summative Score
40.0	41.7	16.1

Additional Academic Information

Qualitative Site Review (QSR)

DC PCSB uses the QSR to evaluate the school’s environment and instructional quality. DC PCSB staff observes schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.^{55, 56} In anticipation of this review, DC PCSB staff conducted a QSR at Bridges PCS from December 4 – 15, 2023.⁵⁷ As part of the QSR, DC PCSB also reviews ELA and math assignments. Evaluators analyze the assignments to determine the extent to which schools provide students access to grade-level, standards-based instruction.

Observation Findings

After conducting unannounced observations, the QSR team rated the classroom environment and instruction on the *Framework for Teaching* scale from one to four: “1” indicates “unsatisfactory” performance, “2” indicates “basic,” “3” indicates “proficient,” and “4” indicates “distinguished.”⁵⁸

⁵⁵ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁵⁶ During SY 2023 – 24 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.

⁵⁷ See Bridges PCS QSR Report, Appendix F.

⁵⁸ See pages 26 – 30 of the school’s QSR report in Appendix F for a detailed description of each performance level.

The following table reports Bridges PCS's average domain ratings:

Bridges PCS's Average Domain Ratings		
Observed Program	Classroom Environment	Instruction
Overall	2.85	2.49
Special Education	3.08	3.00
EML	3.00	1.70

Overall, Bridges PCS scored just below proficient in the classroom environment domain and between basic and proficient in the instruction domain. QSR observers rated 77.9% of Bridges PCS classrooms as “proficient” or “distinguished” in the classroom environment domain and 54.5% in the instruction domain.⁵⁹ In the classroom environment domain, observers noted interactions between teachers and students and among students were uniformly respectful. Across most classrooms, teachers made general connections with individual students. Students also exhibited respect for their teachers by quickly following directions. In some classrooms, teachers exhibited high expectations for only some students. In the instruction domain, observers noted that teachers clearly communicated what students would be learning. Teachers visibly projected learning objectives on Smart Boards and audibly shared objectives. In some classrooms, teachers used open-ended questions, inviting students to think and offer multiple possible answers. However, in most classrooms, teachers asked questions that led down a single path of inquiry, limiting discussion opportunities.

On its special education observations, Bridges PCS scored just above proficient in the classroom environment domain and proficient in the instruction domain. Before the two-week observation window, Bridges PCS completed a questionnaire about how it serves students with disabilities. Observers looked for evidence of the school’s articulated program. DC PCSB staff found the school implemented its stated special education program with fidelity.

On its EML observations, Bridges PCS scored proficient in the classroom environment domain and below basic in the instruction domain. Before the two-week observation window, Bridges PCS completed a questionnaire about how it serves EML students. Observers looked for evidence of the school’s articulated program. DC PCSB found the school implemented its stated EML program with fidelity.

⁵⁹ In SY 2022 – 23 and SY 2023 – 24, the average percentages of observed PK – 8 classrooms in the DC public charter sector rated “proficient” or “distinguished” were 77.8% in the classroom environment domain and 63.6% in the instruction domain.

Assignment Review Findings

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments Bridges 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.⁶⁰

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." See Bridges PCS's assignment review ratings in the table below.

Bridges PCS Assignment Review Ratings		
Overall Rating	ELA Assignments	Math Assignments
Sufficient	1	4
Minimal	1	0
No Opportunity	3	1

Emerging Multilingual Learner (EML) Performance⁶¹

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, indicating proficiency. Each year, OSSE calculates EML students' progress toward achieving English language proficiency as measured by their performance on the ACCESS test.

ACCESS Growth Compared to Sector

The following table shows the percentage of EML students with an ACCESS growth score who met their ACCESS growth target.⁶² It compares this percentage for Bridges PCS to the overall percentage for the DC public charter sector.

⁶⁰ See the protocol here: <https://bit.ly/3PfYLKH>.

⁶¹ ACCESS data does not factor into Bridges PCS's goal determination.

⁶² Some EML students do not receive an ACCESS growth score. This can occur for various reasons, including 1) the student did not have a valid ACCESS score from a public school in DC in both the prior and current year or 2) the student was not identified as EML in both the prior and current year. For a full list of exclusion criteria and more information about how students' ACCESS growth targets are calculated, please see OSSE's English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

Key for ACCESS Growth	
Blue	Equal to or more than the sector or state rate
Red	Less than the sector or state rate
Grey	$n < 10$; the n-size is less than 10 ⁶³

ACCESS Growth Compared to Sector						
2019 – 20	2020 – 21	2021 – 22	2022 – 23		2023 – 24	
NA ⁶⁴			Sector	School	Sector	School
			50.5%	43.7%	46.6%	25.8%

ACCESS Growth Compared to State

OSSE reports statewide ACCESS growth using the median “percent of growth target met” among all ACCESS test-takers.⁶⁵ 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. Students whose growth exceeds their target are reported as exceptional growth, or growth over 100 percent. The chart below compares the median percent of ACCESS growth target met for Bridges PCS to state outcomes for SY 2022 – 23 and SY 2023 – 24.

ACCESS Growth Compared to State						
2019 – 20	2020– 21	2021 – 22	2022 – 23		2023 – 24	
NA			State	School	State	School
			100%	58.3%	100%	50.0%

⁶³ DC PCSB does not report values when the n-size is less than 10.

⁶⁴ For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available. While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

⁶⁵ See OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

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.”⁶⁶ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2019 – 20, Bridges PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁶⁷

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.⁶⁸

Bridges PCS Procurement Contract Compliance		
Fiscal Year (FY)	Reported Procurement Packages	Early Warning Notices
2020	17	0
2021	26	0
2022	33	0
2023	22	0
2024	23	0

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

⁶⁶ D.C. Code § 38-1802.12(a)(3).

⁶⁷ See Bridges PCS's Compliance Review Reports, Appendices G1 – G5.

⁶⁸ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/4bNG2jK>.

compliance to ensure Bridges 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 staff regularly reviews each LEA's EML data and practices. DC PCSB staff determines 1) whether public charter schools are compliant with local and federal laws pertaining to EML students and 2) whether the LEA's provision of services is equitable for EML students.⁶⁹

During the review period, DC PCSB staff flagged Bridges PCS for an audit due to the disproportionate mid-year withdrawals for EML students. Specifically, the school's rate of midyear withdrawals for EML students was three times the rate of mid-year withdrawals for non-EML students in SY 2023 – 24. Please see the chart below for more information on the audit resolution.

School Year	Audit Criteria	Type of Audit	Results
2023 – 24	The rate of mid-year withdrawals for EML students is double the rate of mid-year withdrawals for non-EML students	Desk	DC PCSB recommended the school: • Evaluate its EML program and engagement with EML families • Continue to provide language access support and prioritize hiring teachers skilled in teaching English language development standards • Continue to provide inclusive content and direct language instruction Bridges PCS is currently implementing the above recommendations. DC PCSB staff is monitoring the school's mid-year withdrawal rate for EML students.

Special Education Compliance and Performance⁷⁰

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁷¹ and Section 504 of the Rehabilitation Act of 1973.⁷² As the SEA, OSSE monitors charter schools' special education program performance through an annual review of compliance and student progress

⁶⁹ See the *Emerging Multilingual Learner Audit and Monitoring Policy* here: <https://bit.ly/4c2XP86>.

⁷⁰ See OSSE's Glossary of Special Education Compliance Terms, Appendix H.

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

⁷² 29 U.S.C. § 794.

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.⁷³

Every year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an annual determination report. In accordance with the U.S. Department of Education reporting requirements, OSSE makes annual determinations using eight applicable measures of IDEA compliance and student progress. Beginning with federal fiscal year (FFY) 2021, OSSE also launched its annual Special Education Performance Report (SEPR).^{74, 75} In SEPR, OSSE assesses performance using an expanded number of measures in two categories: LEA compliance and student progress.⁷⁶ The table below shows how IDEA annual determinations align with OSSE's SEPR levels.⁷⁷

Percentage of Points from Applicable Measures ⁷⁸	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

⁷³ 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 E.

⁷⁴ 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 2021 refers to July 1, 2021 – June 30, 2022.

⁷⁵ See the SEPRs for Bridges PCS for FFY 2021 and FFY 2022, Appendices I1 – I2.

⁷⁶ In the SEPR, LEA Compliance comprises 35 points of the total score earned, and Student Progress comprises 65 points of the total score earned.

⁷⁷ See Appendix J1 for more detail about LEA performance and OSSE's enforcement actions for each IDEA annual determination and SEPR score level.

⁷⁸ 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.)

Bridges PCS's IDEA Annual Determinations and SEPR Levels

The table below shows Bridges PCS's annual determinations across the review period.

FFY	Percentage of Points from Applicable Measures	IDEA Annual Determination
2019	94.7%	Meets Requirements
2020	94.7%	Meets Requirements
2021	64.4%	Needs Assistance
2022	54.7%	Needs Intervention

SEPR reports on 1) an LEA's capacity to serve students with disabilities and 2) key student progress measures. Bridges PCS's SEPR for FFYs 2021 and 2022 in Appendices I1 and I2 provide specific information about the school's performance on each measure. The table below shows a summary of Bridges PCS's SEPR results.⁷⁹

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
2021	LEA Compliance	29.2 of 35	83.4%	Strengthening
	Student Progress	35.2 of 65	54.1%	
2022	LEA Compliance	31.3 of 35	89.4%	Building
	Student Progress	23.3 of 65	35.9%	

Bridges PCS received a "Needs Assistance/Strengthening" designation in FFY 2021 and a "Needs Intervention/Building" designation in FFY 2022. In both years, most of the points that Bridges PCS lost on the SEPR were in the student progress domain. The school demonstrated a decline in the student progress domain from FFY 2021 to FFY 2022. Conversely, the school's points in the compliance domain increased from FFY 2021 to FFY 2022, and its performance was above the sector average by FFY 2022. While DC PCSB has concerns about the academic achievement and growth of students with disabilities at Bridges PCS, DC PCSB currently has no major concerns about its compliance with special education legal requirements.

OSSE Enforcement Actions

Because Bridges PCS received a "Needs Assistance" and "Needs Intervention" designation in its 2021 and 2022 annual determinations, OSSE will require the school comply with interventions such as prohibiting the LEA from reducing its Maintenance of Effort and

⁷⁹ For information about the DC public charter sector's SEPR performance in FFYs 2021 and 2022, see Appendix J2.

advising the school to complete specific sources of technical assistance in the fiscal year following the designation.⁸⁰

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 the District's laws and regulations regarding special education, including the identification, evaluation, educational placement of the student or the provision of a free 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 complaints. OSSE issues a written hearing officer determination (HOD) or Letter of Decision (LOD) after each due process or state complaint hearing, detailing its findings along with any actions the LEA must fulfill, if any. OSSE then oversees the timely implementation of actions required by HODs.

Bridges PCS received one state complaint during the review period. The complaint alleged failure to follow discipline procedures and seclusion requirements. In the LOD issued, OSSE determined there were no instances of noncompliance.

DC PCSB Audit and Monitoring Actions

According to the *Special Education Audit and Monitoring Policy*,¹⁰ DC PCSB staff regularly reviews LEA data to determine whether public charter schools are compliant with local and federal laws pertaining to students with disabilities. Additionally, DC PCSB reviews policies and practices to ensure they advance equitable outcomes for students.

Bridges PCS did not require any DC PCSB enforcement actions or interventions pursuant to this policy during the review period.

⁸⁰ Maintenance of Effort is part of the Individuals with Disabilities Education Act and requires LEAs to maintain consistent state and local funding for special education annually. OSSE monitors compliance, with exceptions for specific changes like reduced enrollment. This ensures stable services for students with disabilities.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁸¹

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.⁸²

Scope of Financial Review

DC PCSB holistically assessed Bridges PCS's financial performance by 1) reviewing information received from or about the school and 2) engaging with the school regarding financial oversight matters. In performing its analyses, DC PCSB relies on the audited and unaudited financial statements, additional information provided by the school, and assurances provided by independent Certified Public Accountants (CPAs) selected by the Auditor Review Committee.⁸³

DC PCSB examined the following financial reports and information:

- The school's audited financial statements from FY 2020 through FY 2023;
- The school's unaudited financial statements for FY 2024;
- The school's annual budget for FY 2025; and
- DC PCSB's Financial Analysis Report (FAR) of Bridges PCS from FY 2020 through FY 2023 and supporting information.⁸⁴

Summary of Findings⁸⁵

Bridges PCS demonstrated strong fiscal performance during the review period, except in FY 2022 when the school demonstrated satisfactory fiscal performance. DC PCSB's review confirmed that 1) the school has not engaged in a pattern of nonadherence to GAAP, 2) the school has not engaged in a pattern of fiscal mismanagement, and 3) the school is economically viable.

Strengths and Weaknesses

- Almost all the school's key financial indicators in the five-year period between FY 2020 and FY 2024 were above target, indicating strong financial performance, robust liquidity, and healthy sustainability.

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

⁸² See D.C. Code § 38-1802.13(b).

⁸³ The Auditor Review Committee comprises representatives of DC PCSB, the Office of the Chief Financial Officer (OCFO), and OSSE.

⁸⁴ See Bridges PCS's FAR Reports, Appendices K1 – K4.

⁸⁵ See Financial Definitions and Examples, Appendix L, for more information on financial terms and indicators used herein.

- The school's annual audit reports for the period under review reflected unmodified opinions and no audit findings.
- The school reflected a cash flow from operations margin that was below the floor in FY 2022.

GAAP Adherence, Fiscal Mismanagement, and Economic Viability Analysis

Enrollment, Operations, and Facilities

The table and chart below detail some of Bridges PCS's most significant performance and sustainability indicators and operating revenues and expenses per student from FY 2020 to FY 2024.⁸⁶

Key for Enrollment, Operations, and Facilities Metrics Table	
Comparison to FAR Benchmarks	What this means in the following table
Within target range	Generally strong financial position
Outside of target range	Possibly imminent financial concerns; operations may not be adequately managed, sustainable, or economically viable; closer monitoring warranted

⁸⁶ FY 2020 through FY 2023 numbers originate from audited financial statements. FY 2024 numbers originate from unaudited interim financial statements.

Bridges PCS - Enrollment, Operations, and Facilities Metrics								
Financial Measure * Higher is better ** Lower is better	Audited				Unaudited		FY 2024	FY Trends
	2020	2021	2022	2023	2024	Median	Target	
Audited Enrollment	408	396	341	380	365	399		
Change in Net Assets Margin*	18%	26%	4%	23%	17%	4%	>= 0%	
Primary Reserve Ratio*	0.6	1.0	0.9	1.2	1.4	0.6	>= 0.2	
Debt Ratio**	0.3	0.1	0.1	0.5	0.1	0.6	<= 0.5	
Occupancy Expenses as a % of Facilities Allowance**	115%	118%	131%	119%	90%	123%		

Audited Enrollment

The school experienced a decline in enrollment of 67 students, or 16%, from FY 2020 to FY 2022. However, enrollment partially rebounded in FY 2023, with an increase of 39 students, or 11%. In FY 2024, enrollment decreased by 15 students, or 4%, bringing the total to 365 students. Enrollment remained steady at 365 students in FY 2025.

Change in Net Assets Margin, Primary Reserve Ratio, and Debt Ratio

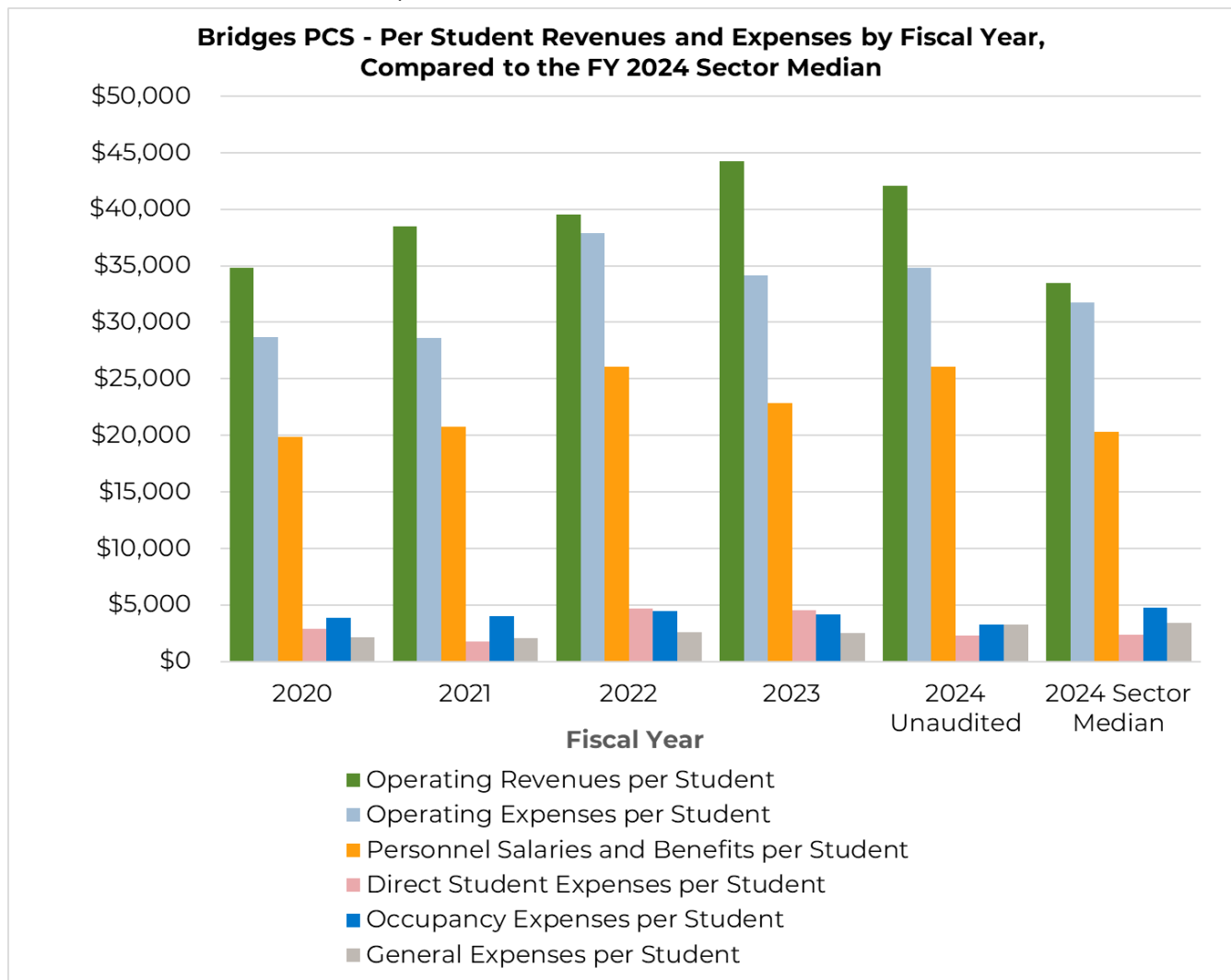
The school's change in net assets margin averaged 18% in the five-year period between FY 2020 through FY 2024, consistently above the 0% target, reflecting robust financial health. The change in net assets margin peaked at 26% in FY 2021 and decreased to 4% by FY 2022, which was primarily attributable to the 14% decrease in enrollment. However, the school maintained its strong financial sustainability through its consistently above-target primary reserve ratio ranging from 0.6 at fiscal year-end (FYE) 2020 to 1.4 at FYE 2024. Over the same five-year period, the debt ratio fluctuated between 0.1 and 0.5, consistently remaining at or below the target of 0.5. From FY 2023 to FY 2024, the debt ratio decreased from 0.5 to 0.1, primarily due to a cash contribution made to the affiliate and landlord to reduce debt, which in turn lowered the operating lease liability.

Occupancy Expenses

The school currently leases and operates one facility located at 100 Gallatin Street NE, under a lease agreement entered in November 2015 for a term of 30 years. In FY 2024, the school transferred \$10.0M and Briya PCS transferred \$8.0M to their landlord and affiliate, Mamie D. Lee, LLC. These funds were applied to the \$22.4M New Market Tax Credit debt payoff in FY 2024 that financed the facility's remodeling. The remaining portion of the debt payoff was refinanced through a 30-year \$4.6M loan. Following the contribution to pay down the debt held by the affiliate and landlord, the lease was amended in FY 2024, resulting in estimated annual savings ranging from \$0.4M to \$0.7M for the remaining term of the lease. Bridges PCS is a 50% guarantor for the entire \$4.6M in debt held by their affiliate and is responsible for meeting certain debt covenants, including a debt service coverage ratio of 1.00, a usage fee ratio of 1.15, and 90 days of cash on hand. As of this report writing, Bridges PCS is in compliance with the debt covenants.

Occupancy expenses as a percentage of facilities allowance ranged from 90% to 131%, favorably below the FY 2024 sector median for all FYs except FY 2022, when enrollment was lowest for the period under review. From FY 2023 to FY 2024, the school reflected a significant decrease in occupancy expenses as a percentage of facilities allowance, which was attributable to the reduction in rent expense. The school's FY 2025 budget reflects occupancy expenses as a percentage of facilities allowance of 79%, which is due to the expected cost savings generated by the lease amendment.

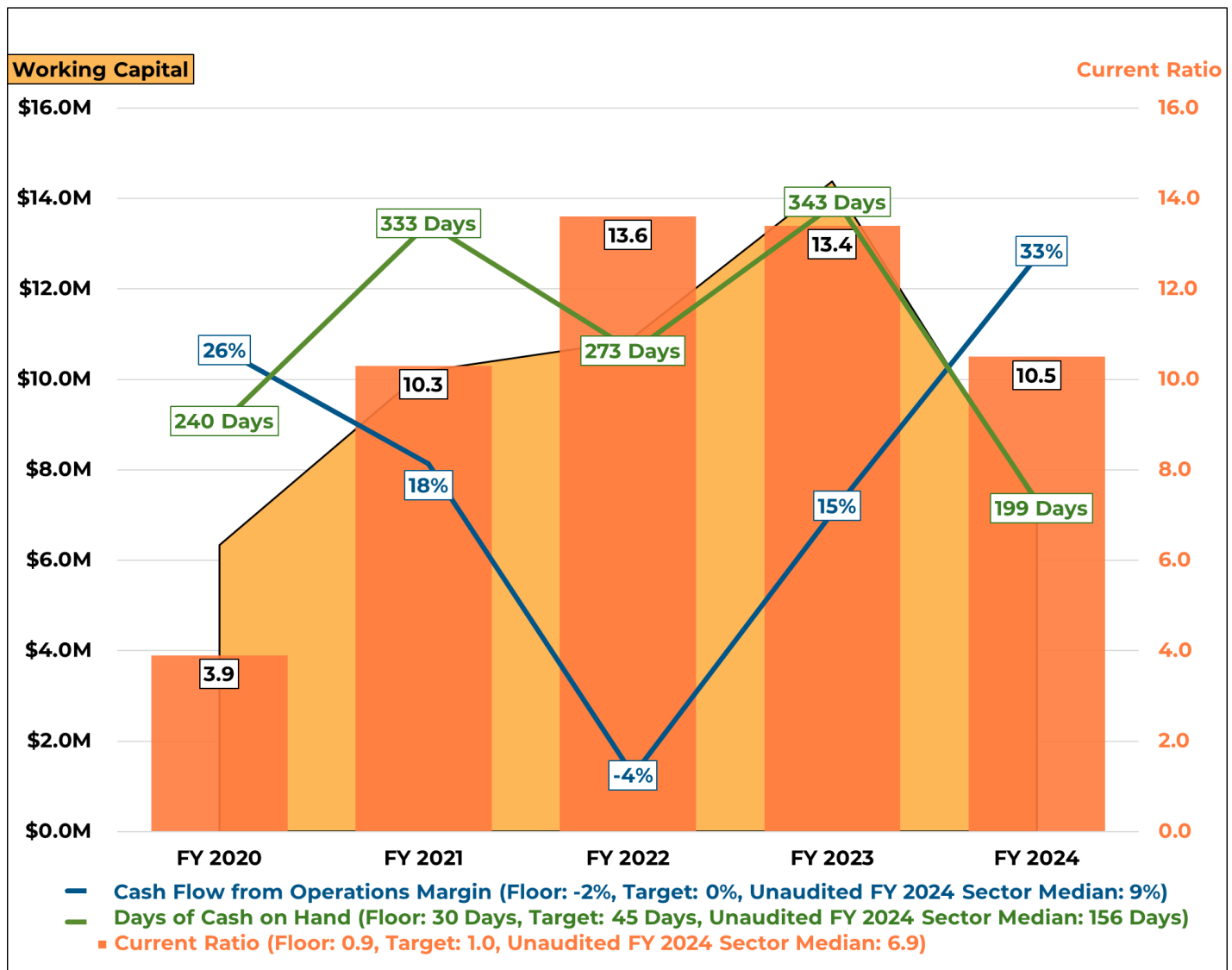
Per Student Revenue and Expenses



For the period under review, operating revenue and operating expenses per student have consistently exceeded the sector median, with the school maintaining a positive margin between operating revenues and operating expenses per student. In FY 2023, operating revenue per student reached a peak, driven largely by the recognition of \$2.5M in employee retention tax credit revenue. The above-sector median operating expenses per student were primarily due to personnel salaries and benefits per student, which on average were 34% above the sector median.

Liquidity

The chart below shows Bridges PCS's performance on key liquidity measures, including current ratio, working capital, days of cash on hand, and cash flow from operations margin.



The school demonstrated robust liquidity during the review period. Days of cash on hand at FYE 2020 through FYE 2024 ranged between 199 days and 343 days, above the FY 2024 155-day sector median and consistently exceeding the 45-day target. From FYE 2023 to FYE 2024, days of cash on hand decreased from 343 days to 199 days, which is not a cause for concern because it was directly related to the contribution to the landlord and affiliate to pay down debt and reduce future rent expense. The current ratio at FYE 2020 through FYE 2024 was consistently above the 1.0 target, ranging from 3.9 to 13.6. Cash flow from operations margin was consistently above the 0% target, except for FY 2022. From FY 2021 to FY 2022, the cash flow from operations margin decreased from 18% to -4% due to a decrease in enrollment and the timing of collection of COVID-19 relief funding after FYE.

Audit Reports

The school's annual independent auditor's reports for FY 2021 through FY 2024 reflected unmodified opinions and no audit findings on the school's financial reporting internal controls or Single Audits.