



Shantelle Wright
Board Chair

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

July 22, 2025

Via Electronic Mail

Hiram Puig-Lugo
Board Chair

Laina Cox
Head of School

Capital City Public Charter School
100 Peabody Street NW
Washington, DC 20011

Re: 25-Year Charter Review of Capital City Public Charter School

Dear Judge Puig-Lugo and Ms. Cox:

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 Capital City Public Charter School.

DC PCSB staff prepared a comprehensive review report assessing the school's performance against the standard set by law.² On May 12, 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 June 2, 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).



Shantelle Wright
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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: Capital City Public Charter School

DATE: June 2, 2025

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to conditionally continue the charter of Capital City 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 25-year charter review of Capital City 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	In SY 2022 – 23, two campuses met their charter goals, and one campus substantially met its charter goals. In SY 2023 – 24, one campus substantially met its charter goals, and two campuses partially met their charter goals.
Compliance	Capital City PCS did not materially violate the law or its charter.
Finance	Capital City PCS did not display a pattern of fiscal mismanagement and is economically viable.

Capital City PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to earning an average PMF score for school years 2019 – 20, 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 50.0%.³ However, given DC PCSB's PMF revision efforts and the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB ceased producing the PMF after SY 2018 – 19 and did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.⁴ Consequently, for this review period, DC PCSB staff assessed Capital City PCS's charter goals performance using SY 2022 – 23 and SY 2023 – 24 goal attainment pathways as outlined in DC PCSB's *Charter Goals Policy*.⁵

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment, including performance on: transitional goals,⁶ a nationally normed growth assessment, or the Office of the State Superintendent of Education's (OSSE's) accountability system.⁷ Per the policy, a campus need only satisfy one pathway in

³ See the *Elect to Adopt the PMF as Charter Goals Policy* here: <https://bit.ly/4jss7nl>. (This policy has been superseded by the *Charter Goals Policy*, available here: <https://bit.ly/4cpui8l>.)

⁴ 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*.) In September 2021, DC PCSB announced its plan to revise its accountability system. Consequently, DC PCSB did not resume production of the PMF.

⁵ See the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

⁶ "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.

⁷ 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.

each school year to meet its goals. The table below shows Capital City PCS's goal attainment by campus for SY 2022 – 23 and SY 2023 – 24.⁸ The LEA's goal attainment declined from SY 2022 – 23 to SY 2023 – 24 at each campus.

Capital City PCS Goal Attainment					
Campus	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Capital City PCS – Lower School (LS)	NA			Met	Partially Met
Capital City PCS – Middle School (MS)				Substantially Met	Partially Met
Capital City PCS – High School (HS)				Met	Substantially Met

In SY 2022 – 23, Capital City PCS – LS fully met the OSSE accountability system pathway by exceeding the target score of 40.0%. In SY 2023 – 24, Capital City PCS – LS did not fully meet any goal attainment pathway. The campus partially met the transitional goals pathway by exceeding state/sector performance on two of seven transitional goals measures and improving performance from the prior school year on an additional two measures.

Capital City PCS – MS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24. In SY 2022 – 23, Capital City PCS – MS substantially met the transitional goals pathway by exceeding state performance on two of four transitional goals measures and improving performance from the prior school year on one additional measure. In SY 2023 – 24, Capital City PCS – MS partially met the transitional goals pathway by exceeding state/sector performance on two of four transitional goals measures.

In SY 2022 – 23, Capital City PCS – HS fully met the OSSE accountability system pathway by exceeding the target score of 40.0%. In SY 2023 – 24, Capital City PCS – HS did not fully meet any goal attainment pathway. The campus substantially met the transitional goals pathway by exceeding state/sector performance on nine of 13 transitional goals measures and improving performance from the prior school year on one additional measure.

Separate and apart from the school's goal attainment, results from the Qualitative Site Review (QSR) suggest that Capital City PCS – LS and Capital City PCS – HS are performing just below proficient in the classroom environment and instruction domains. They suggest Capital City PCS – MS is performing just below proficient in

⁸ See Section One of the attached report for more detail about Capital City PCS's goal attainment.

the classroom environment domain and between basic and proficient in the instruction domain.^{9, 10}

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.¹¹

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

1. DC PCSB will assess the school'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 30-year charter renewal in SY 2029 – 30.
2. Capital City PCS must implement its DC PCSB-approved School Improvement Plan—with a focus on Capital City PCS – MS—beginning in SY 2025 – 26.¹² The school must report on its progress fulfilling the plan in its annual report every year leading up to its 30-year renewal, displaying disaggregated student achievement data by campus, and explaining specific 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 Capital City PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.

⁹ 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."

¹⁰ See the QSR section in the attached report for further details about each campus's QSR performance.

¹¹ The report will be finalized following the Board's vote on the school's continuance.

¹² In December 2024, OSSE identified Capital City PCS – MS for Targeted Support and Improvement (TSI) regarding concerns related to the performance of its students of two or more races. TSI-designated schools are encouraged to conduct a [Needs Assessment](#) and must create and implement a [School Improvement Plan](#) (SIP). Capital City PCS broadened the focus of its OSSE-required SIP, covering all three campuses of the local education agency (LEA). For details about the school's TSI designation, see page 8 of this report.

Rationale

Capital City PCS exhibited a decline in academic performance at all three campuses from SY 2022 – 23 to SY 2023 – 24. In SY 2023 – 24, none of the three campuses fully met any of the three available *Charter Goals Policy* goal attainment pathways. Moreover, the school demonstrated low performance during the review period on critical measures of quality, including ELA and math proficiency and growth.

All three campuses exhibited ELA proficiency rates that lagged state rates in both SY 2022 – 23 and SY 2023 – 24. Capital City PCS – MS and Capital City PCS – HS demonstrated declining ELA proficiency rates from SY 2022 – 23 to SY 2023 – 24. Growth assessment outcomes indicated that Capital City PCS – LS students grew slower than their academically similar peers nationwide in ELA, but faster than their peers statewide. Growth assessment outcomes also indicated that students at Capital City PCS – MS and Capital City PCS – HS grew slower than their academically similar peers—both statewide and nationwide—in ELA.¹³

All three campuses demonstrated math proficiency rates that lagged state rates. Growth assessment outcomes indicated that students at Capital City PCS – LS, Capital City PCS – MS, and Capital City PCS – HS grew slower than their academically similar peers—both statewide and nationwide—in math.¹⁴

On OSSE’s accountability system, Capital City PCS’s scores reflect declining school performance. OSSE’s accountability system evaluates multiple aspects of school performance—including academic growth and achievement, college and career readiness, and school environment—that together determine each school’s overall accountability score.¹⁵ 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, Capital City PCS – LS and Capital City PCS – HS exceeded the target score by earning 51.5% and 50.1%, respectively. Capital City PCS – MS earned 36.1% that year. In SY 2023 – 24, each school’s score declined by approximately 13 – 21 percentage points. Capital City PCS – LS, Capital City PCS – MS, and Capital City PCS – HS each scored below the target with scores of 30.3%, 22.9%, and 35.7%, respectively.

¹³ DC PCSB was unable to assess Capital City PCS – HS’s ELA growth performance in SY 2022 – 23. See Section One of the attached report for details.

¹⁴ DC PCSB was unable to assess Capital City PCS – HS’s math growth performance in SY 2022 – 23. See Section One of the attached report for details.

¹⁵ 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.

Under the Every Student Succeeds Act (ESSA), OSSE is required to designate DC's lowest performing schools for improvement and additional support.¹⁶ In 2024, OSSE designated Capital City PCS – MS for Targeted Support and Improvement (TSI) regarding concerns related to performance of its students of two or more races. The TSI designation indicates a school has a student group—in this case, students of two or more races—that scored at or below the lowest performing 5.0% of schools within the same grade span or accountability framework for two consecutive years (SY 2022 – 23 and SY 2023 – 24).¹⁷ OSSE requires TSI designees to develop, implement, and monitor progress toward a school improvement plan.

The proposed academic conditions require Capital City 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 Capital City 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.”¹⁸ 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.¹⁹

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

¹⁶ See OSSE's website for details: <https://bit.ly/4go4lCl>.

¹⁷ For details, see OSSE's Accelerate DC webpage here: <https://bit.ly/4go4lCl>.

¹⁸ D.C. Code § 38-1802.12(a)(3).

¹⁹ D.C. Code § 38-1802.13(a).

achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.²⁰

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.²¹

Background

Capital City PCS began operation in 2000 under authorization from DC PCSB. The school currently educates 1,015 students in grades pre-kindergarten 3 – 12.²² The school operates three campuses located in Ward 4. Capital City PCS's mission is:

Capital City enables a diverse group of students to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

Notification

On April 9, 2025, DC PCSB staff notified the following Advisory Neighborhood Commissioners of the school's 25-year charter review: Doug Payton (4B01), Shamina Christian (4B02), Keenan Courtland (4B03), Sophia Tekola (4B05), Tiffani Nichole Johnson (4B06), Michael Cohen (4B07), Garrett Moore (4B08), Danielle Geong (4B09), and Jinin Berry (4B10). DC PCSB staff also notified the email address for the Commissioner for 4B04. The ANC's website lists this seat as vacant as of May 19, 2025.²³ DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.²⁴

Attachment to this Proposal

Attachment A: Capital City PCS 25-Year Preliminary Charter Review Report

²⁰ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

²¹ D.C. Code § 38-1802.13(b).

²² This enrollment figure is based on preliminary, unvalidated data as of March 21, 2025.

²³ See ANC 4B's website here: <https://bit.ly/3Hfq1JP>.

²⁴ See the notice here: <https://bit.ly/4391BKU>.

Date: June 2, 2025

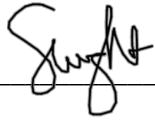
DC PCSB Action: ☐ Approved ☒ Approved with Changes ☐ Rejected

Changes to the Original Proposal:

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

Following condition 2, the Board added condition 3: "Capital City PCS must inform its families of conditions 1 and 2 above (using a template provided by DC PCSB) by June 30, 2025."

Board Chair Signature: _____





2024 – 25 25-Year Charter Review Report Capital City Public Charter School

June 2, 2025

DC Public Charter School Board
100 M Street SE, Suite 400
Washington, DC 20003
(202) 328-2660
www.dcpccb.org

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Appendices: <https://bit.ly/4jTQ4Fc>

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

Capital City Public Charter School (PCS)²	
Review or Renewal	25-year charter review
Review Period	School year (SY) 2019 – 20 through SY 2023 – 24
Charter Goals	In SY 2022 – 23, two campuses met their charter goals, and one campus substantially met its charter goals. In SY 2023 – 24, one campus substantially met its charter goals, and two campuses partially met their charter goals.
Compliance	Capital City PCS did not materially violate the law or its charter.
Finance	Capital City PCS did not display a pattern of fiscal mismanagement and is economically viable.
Board Vote	The Board voted 6 – 0 to conditionally continue Capital City 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 25-year charter review of Capital City 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)

Capital City PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to earning an average PMF score for school years 2019 – 20, 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 50.0%.^{4, 5} However, given DC PCSB’s PMF revision efforts and the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB ceased producing the PMF after SY 2018 – 19 and did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22.⁶ Consequently, for this review period, DC PCSB assessed Capital City PCS’s charter goals performance using SY 2022 – 23 and SY 2023 – 24 goal attainment pathways as outlined in DC PCSB’s *Charter Goals Policy*.⁷

² See Capital City PCS’s Renewal Agreement and Amendments, Appendices A1 – A5. All appendices are located here: <https://bit.ly/4jTQ4Fc>.

³ D.C. Code § 38-1802.12(a)(3).

⁴ See the *Elect to Adopt the PMF as Charter Goals Policy* here: <https://bit.ly/2PTj7fL>. (This policy has been superseded by the *Charter Goals Policy*, available here: <https://bit.ly/4cpui81>.)

⁵ See Capital City PCS’s Renewal Agreement, Appendix A1.

⁶ 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*.) In September 2021, DC PCSB announced its plan to revise its accountability system. Consequently, DC PCSB did not resume production of the PMF.

⁷ See the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment, including performance on: transitional goals,⁸ a nationally normed growth assessment, or the Office of the State Superintendent of Education's (OSSE's) accountability system.⁹ Per the policy, a campus need only satisfy one pathway in each school year to meet its goals. The table below shows Capital City PCS's goal attainment by campus for SY 2022 – 23 and SY 2023 – 24.¹⁰ The LEA's goal attainment declined from SY 2022 – 23 to SY 2023 – 24 at each campus.

Capital City PCS Goal Attainment					
Campus	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Capital City PCS – Lower School (LS)	NA			Met	Partially Met
Capital City PCS – Middle School (MS)				Substantially Met	Partially Met
Capital City PCS – High School (HS)				Met	Substantially Met

Capital City PCS – LS

In SY 2022 – 23, Capital City PCS – LS fully met the OSSE accountability system pathway by exceeding the target score of 40.0%. In SY 2023 – 24, Capital City PCS – LS did not fully meet any goal attainment pathway. The campus partially met the transitional goals pathway by exceeding state/sector performance on two of seven transitional goals measures and improving performance from the prior school year on an additional two measures.

Capital City PCS – LS demonstrated strong performance in in-seat attendance (ISA) and re-enrollment, exceeding state/sector rates in SY 2022 – 23 and SY 2023 – 24. Although the campus did not meet the state rate for English language arts (ELA) proficiency, it improved from 9.3% in SY 2022 – 23 to 18.0% in SY 2023 – 24. Capital City PCS – LS exceeded the Median Growth Percentile (MGP) on the state assessment in ELA in SY 2023 – 24, indicating that Capital City PCS – LS fourth graders grew faster than their academically similar peers statewide in ELA.

Areas of improvement for Capital City PCS – LS include math proficiency and growth. The campus's math proficiency rate remained 5 – 12 percentage points below the state rate during the review period and declined in SY 2023 – 24. The campus's math growth

⁸ "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.

⁹ 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.

¹⁰ See Section One of this report for more detail about Capital City PCS's goal attainment.

performance in SY 2022 – 23 and SY 2023 – 24 indicates that students in grades 3 – 4 at Capital City PCS – LS grew slower than their academically similar peers nationwide in math.

Capital City PCS – MS

Capital City PCS – MS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24. In SY 2022 – 23, Capital City PCS – MS substantially met the transitional goals pathway by exceeding state performance on two of four transitional goals measures and improving performance from the prior school year on one additional measure. In SY 2023 – 24, Capital City PCS – MS partially met the transitional goals pathway by exceeding state/sector performance on two of four transitional goals measures.

Capital City PCS – MS demonstrated strong performance in ISA and re-enrollment, exceeding state/sector rates in SY 2022 – 23 and SY 2023 – 24.

Areas of improvement for Capital City PCS – MS include ELA and math performance. In SY 2022 – 23 and SY 2023 – 24, Capital City PCS – MS's ELA proficiency rates were 24.1% and 21.0%, lagging state rates of 30.1% and 34.1%, respectively.¹¹ The campus's ELA growth performance in SY 2022 – 23 and SY 2023 – 24 indicates Capital City PCS – MS students grew slower than their academically similar peers nationwide in ELA. In SY 2022 – 23 and SY 2023 – 24, Capital City PCS – MS's math proficiency rates were 11.5% and 10.2%, lagging state rates of 21.5% and 25.1%, respectively. The campus's math growth performance in SY 2022 – 23 and SY 2023 – 24 indicates Capital City PCS – MS students grew slower than their academically similar peers nationwide in math performance.

Capital City PCS – HS

In SY 2022 – 23, Capital City PCS – HS fully met the OSSE accountability system pathway by exceeding the target score of 40.0%. In SY 2023 – 24, Capital City PCS – HS did not fully meet any goal attainment pathway. The campus substantially met the transitional goals pathway by exceeding state/sector performance on nine of 13 transitional goals measures and improving performance from the prior school year on one additional measure.

Capital City PCS – HS demonstrated strong performance in multiple fundamental indicators of college and career readiness. The campus met or exceeded state/sector rates in SY 2022 – 23 and SY 2023 – 24 in the following measures: four- and five-year adjusted cohort graduation rates (ACGRs), 9th grade on track, college acceptance, and PSAT. Of note, the campus's graduation rates exceeded state rates by approximately 13 – 21 percentage points. The campus also achieved a college acceptance rate of 100% in SY 2022 – 23 and SY 2023 – 24. Additionally, Capital City PCS – HS steadily improved its SAT/ACT rate from SY 2021 – 22 through SY 2023 – 24, achieving an above-sector rate of 34.9% in SY 2023 – 24.

¹¹ See pages 34 – 93 of the *PMF Policy & Technical Guide* for more details about the data sources and methodology for academic measures in this report: <https://bit.ly/2D2lvqc>.

Capital City PCS – HS demonstrated strong performance in ISA and re-enrollment, exceeding state/sector rates in SY 2022 – 23 and SY 2023 – 24.

Areas of improvement for Capital City PCS – HS include ELA performance, math performance, and AB/IB/DE/CTE.¹² In SY 2022 – 23 and SY 2023 – 24, Capital City PCS – HS's ELA proficiency rates were 24.6% and 14.5%, demonstrating a decline and lagging state rates of 33.3% and 34.6%, respectively. The campus's ELA growth performance in SY 2023 – 24 indicates Capital City PCS – HS students grew slower than their academically similar peers—both statewide and nationwide—in ELA.¹³ In SY 2022 – 23 and SY 2023 – 24, Capital City PCS – HS's math proficiency rates were <5%, lagging state rates of 10.7% and 11.2%, respectively. The campus's math growth performance in SY 2023 – 24 indicates Capital City PCS – HS students grew slower than their academically similar peers—both statewide and nationwide—in math.¹⁴ Capital City PCS – HS's achievement rate for advanced coursework declined from 84.8% in SY 2022 – 23 to 63.9% in SY 2023 – 24, lagging the sector rate of 100%.¹⁵

Separate and apart from the school's goal attainment, during the Qualitative Site Review (QSR), observations of Capital City PCS – LS's and Capital City PCS – HS's programming rated just below proficient in the classroom environment and instruction domains. Observations of Capital City PCS – MS's programming rated just below proficient in the classroom environment domain and between basic and proficient in the instruction domain.^{16, 17}

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.

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

¹³ DC PCSB was unable to assess Capital City PCS – HS's ELA growth performance in SY 2022 – 23. See Section One for details.

¹⁴ DC PCSB was unable to assess Capital City PCS – HS's math growth performance in SY 2022 – 23. See Section One for details.

¹⁵ Advanced coursework achievement refers to the rate of students passing AP or IB exams, and/or earning college credit through a dual enrollment program, and/or earning a CTE certification.

¹⁶ 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."

¹⁷ See the QSR section on pages 29 – 31 of this report for further details about each campus's QSR performance.

Staff Recommendation

Based on these findings, DC PCSB staff recommended the Board vote to continue Capital City PCS's charter with conditions 1 and 2 outlined below.

Board Vote

At its public meeting on June 2, 2025, the DC PCSB Board voted 6 – 0 to continue Capital City PCS's charter with the below conditions, including the addition of condition 3.

1. DC PCSB will assess the school'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 30-year charter renewal in SY 2029 – 30.
2. Capital City PCS must implement its DC PCSB-approved School Improvement Plan—with a focus on Capital City PCS – MS—beginning in SY 2025 – 26.¹⁸ The school must report on its progress fulfilling the plan in its annual report every year leading up to its 30-year renewal, displaying disaggregated student achievement data by campus, and explaining specific 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 Capital City PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.
3. Capital City PCS must inform its families of conditions 1 and 2 above (using a template provided by DC PCSB) by June 30, 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.

¹⁸ In December 2024, OSSE identified Capital City PCS – MS for Targeted Support and Improvement (TSI) regarding concerns related to the performance of its students of two or more races. TSI-designated schools are encouraged to conduct a [Needs Assessment](#) and must create and implement a [School Improvement Plan](#) (SIP). Capital City PCS broadened the focus of its OSSE-required SIP, covering all three campuses of the local education agency (LEA). For details about the school's TSI designation, see page 8 of this report.

SCHOOL BACKGROUND

Capital City PCS			
Year Opened	2000 – 01	Ward(s)	4
Number of Campuses	3	Year(s) of Previous Review	2005 – 06, 2010 – 11, 2014 – 15, 2019 – 2020
Chartered Grade Span	Pre-kindergarten 3 (PK3) – 12	Current Enrollment Ceiling	1,020
Audited Enrollment and Grade Span (SY 2024 – 25)			
Capital City PCS – LS	Capital City PCS – MS	Capital City PCS – HS	
323, PK3 – 4	344, 5 – 8	348, 9 – 12	
Mission Statement			
Capital City enables a diverse group of students to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility. ¹⁹			

School Overview

Capital City PCS began operation in 2000 under authorization from DC PCSB serving students in grades PK3 – 8. In SY 2005 – 06, DC PCSB approved the local education agency (LEA)²⁰ to expand its program to offer grades 9 – 12. Beginning in SY 2008 – 09, Capital City PCS added ninth grade. The school continued adding a new grade each year until it served students in grades PK3 – 12 across three campuses, including a lower, middle, and high school campus. The LEA's three campuses share a single facility in Ward 4.

Initially founded by a group of parents and teachers from a local DC public school, Capital City PCS is an EL Education school that aims to provide a holistic educational experience for students using a project-based approach.^{21, 22} To promote deeper learning and more individualized attention, the LEA says it provides low student-to-teacher ratios, as well as opportunities for students to engage in active learning and real-world experiences through the various expeditions and enrichment programs. As an EL school, Capital City PCS

¹⁹ This mission statement is captured in Capital City PCS's charter agreement.

²⁰ An "LEA" is any individual or group of public charter schools operating under a single charter.

²¹ See Capital City PCS's annual report for SY 2023 – 24, Appendix B.

²² EL Education, formerly known as Expeditionary Learning, is a national nonprofit that supports educators to implement project-based learning through their curriculum and instructional practices.

measures student success based on the following three dimensions of student achievement: Mastery of Knowledge and Skills, Character, and High-Quality Work.

In accordance with its mission, Capital City PCS's student body is racially and ethnically diverse, and Latino students have consistently made up more than 60.0% of the school's student population over the course of the review period. Capital City PCS says it promotes a sense of community among staff and students. The school also says it encourages ongoing parental and family involvement by keeping parents informed of their students' progress through quarterly conferencing, and hosting in-person activities, such as parent coffees, Spring Family Fun Day, and other culturally relevant events to celebrate the school's diversity.²³

Every Student Succeeds Act (ESSA) Accountability Designation

During the review period, Capital City PCS – MS received an accountability designation from OSSE under ESSA. In 2024, OSSE designated Capital City PCS – MS for Targeted Support and Improvement (TSI) regarding concerns related performance of its students of two or more races. The TSI designation indicates a school has a student group—in this case, students of two or more races—that scored at or below the lowest performing 5.0% of schools within the same grade span or accountability framework for two consecutive years (SY 2022 – 23 and SY 2023 – 24).²⁴ OSSE requires TSI designees to develop, implement, and monitor progress toward a school improvement plan.

Enrollment and Demographic Data

Capital City PCS enrolls students from every ward in the District.²⁵ In SY 2023 – 24, more than half of all Capital City PCS students lived in Ward 4. Most of the remaining students lived in Wards 1 and 5. The tables below show the LEA's enrollment history.

²³ See Capital City PCS's annual report for SY 2023 – 24, Appendix B.

²⁴ For details, see OSSE's Accelerate DC webpage here: <https://bit.ly/4go4lC1>.

²⁵ 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>.

Enrollment Measure	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Audited Enrollment ²⁶	1,001	1,018	1,012	1,015	1,026
Enrollment Projections ²⁷	1,001	1,018	1,014	1,015	1,026
Enrollment Ceiling ²⁸	1,020	1,020	1,020	1,020	1,020

Grade	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Capital City PCS – LS					
PK3	32	32	35	32	34
Pre-kindergarten 4 (PK4)	44	44	40	44	45
Kindergarten (K)	45	46	40	41	45
1	50	50	50	52	51
2	50	50	50	51	50
3	50	50	50	53	50
4	52	52	59	57	51
Capital City PCS – MS					
5	85	82	81	75	80
6	85	85	86	88	90
7	83	83	84	87	87
8	83	85	83	84	83
Capital City PCS – HS					
9	95	114	98	94	91
10	88	82	100	95	94
11	83	86	74	92	87
12	76	77	82	70	88

²⁶ OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District. These data include students placed in non-public schools. In SY 2023 – 24, Capital City PCS had 28 students placed in non-public schools. Therefore, the LEA did not exceed its enrollment ceiling.

²⁷ 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.

²⁸ 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.

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

Student Group	Percentage Enrolled
At-Risk Students ²⁹	38.0%
Economically Disadvantaged Students ³⁰	39.0%
Emerging Multilingual Learners (EML) ³¹	47.9%
Students with Disabilities (SWD) ³²	20.9%
American Indian or Alaska Native	0.0%
Asian	1.2%
Black or African American	23.9%
Hispanic/Latino	66.9%
Multiracial	3.5%
Native Hawaiian or Other Pacific Islander	0.0%
White	4.3%

School Climate

The charts below report Capital City 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 the DC public charter sector.³³ Isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities. For a full report on Capital City PCS's school environment measures across the review period, please see Appendix C.

²⁹ 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.

³⁰ Economically disadvantaged” students are defined as meeting one or more of criteria a, b, or c, described in the prior footnote.

³¹ 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.

³² 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.

³³ 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.

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 ³⁴

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.³⁵

Two-Year Average ³⁶ OSS Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Capital City PCS	PK3 – PK4	0.6%	1.7%	1.3%	3.3%
Sector		0.0%	0.0%	0.1%	0.1%
Capital City PCS	K – 5	1.4%	1.5%	0.5%	2.6%
Sector		3.4%	4.9%	1.2%	5.9%
Capital City PCS	6 – 8	5.1%	8.0%	4.4%	5.4%
Sector		11.7%	15.6%	4.1%	15.5%
Capital City PCS	9 – 12	3.5%	4.2%	4.2%	4.7%
Sector		12.1%	14.5%	5.0%	14.4%

MYW

The MYW rate is the percentage of students who have withdrawn from school during the school year.³⁷

Two-Year Average MYW Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Capital City PCS	PK3 – PK4	0.6%	0.0%	0.0%	0.0%
Sector		3.2%	4.0%	2.6%	2.3%
Capital City PCS	K – 5	1.1%	0.4%	0.7%	0.0%
Sector		3.8%	4.9%	2.7%	3.8%
Capital City PCS	6 – 8	1.2%	1.0%	0.4%	1.9%
Sector		3.8%	5.0%	1.8%	4.6%
Capital City PCS	9 – 12	2.2%	3.5%	2.7%	4.1%
Sector		8.5%	12.2%	3.7%	8.3%

³⁴ DC PCSB does not report values when the n-size is less than 10.

³⁵ 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).

³⁶ Each table in this section reports two-year average rates for school years 2022 – 23 and 2023 – 24.

³⁷ The student universe for MYW includes audited students only.

ISA

The ISA rate is the percentage of students who were present each day.³⁸

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
Capital City PCS	PK3 – PK4	87.8%	84.7%	88.7%	87.2%
Sector		85.4%	81.7%	86.1%	84.8%
Capital City PCS	K – 5	91.5%	89.7%	92.3%	90.2%
Sector		89.3%	86.4%	92.5%	87.8%
Capital City PCS	6 – 8	92.3%	90.9%	92.4%	91.2%
Sector		89.6%	87.0%	92.0%	87.2%
Capital City PCS	9 – 12	89.7%	87.9%	90.9%	87.7%
Sector		84.7%	81.3%	87.5%	82.2%

Previous Charter Reviews

Five-Year Review

In SY 2005 – 06, DC PCSB conducted a five-year review of Capital City PCS and found the school met the standard for charter continuance.³⁹ DC PCSB staff noted that the school exceeded its goals and academic achievement expectations and maintained high rates of school attendance and re-enrollment. Based on these findings, in December 2005, DC PCSB voted to continue Capital City PCS's charter.

10-Year Review

In SY 2010 – 11, DC PCSB conducted a 10-year review of Capital City PCS and found the school met the standard for charter continuance.⁴⁰ DC PCSB staff noted the LEA did not meet its growth targets in math or ELA for several student groups, including economically disadvantaged students, students with disabilities, and Hispanic/Latino students. However,

³⁸ 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, Capital City PCS's ISA rates include students who were enrolled for at least 10 instructional days. For SY 2022 – 23 and SY 2023 – 24, Capital City PCS's ISA rates include students who were enrolled for more than 20 instructional days.

³⁹ See Capital City PCS's Five-Year Review Report, Appendix D1.

⁴⁰ See Capital City PCS's 10-Year Review Report, Appendix D2.

Capital City PCS met all its other goals and academic achievement expectations. Based on these findings, in February 2011, DC PCSB voted to continue Capital City PCS's charter.

15-Year Renewal

In SY 2014 – 15, DC PCSB conducted a 15-year renewal of Capital City PCS and found the school met the standard for renewal.⁴¹ The school fully met all but one of its goals and academic achievement expectations; it partially met its math goal. Given the school had 37 goals at the time, which is not best practice, DC PCSB voted to renew Capital City PCS's charter for another 15-year term with the condition that the school renegotiate its charter goals. Capital City PCS later renegotiated its charter goals with DC PCSB staff to decrease its number of mission-specific goals for its elementary and middle school programs, and by adopting the PMF for its high school program.

20-Year Review

In SY 2019 – 20, DC PCSB conducted a 20-year review of Capital City PCS and found the school met the standard for charter continuance.⁴² DC PCSB staff noted the school exceeded its PMF target of earning an average PMF score of at least 50.0% over the review period at each of its campuses. Based on these findings, in February 2020, DC PCSB voted to continue Capital City PCS's charter.

Communication with the School

In September 2024, DC PCSB staff met with Capital City PCS staff to discuss the school's 25-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.

⁴¹ See Capital City PCS's 15-Year Renewal Report, Appendix D3.

⁴² See Capital City PCS's 20-Year Review Report, Appendix D4.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”⁴³ 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.⁴⁴

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.⁴⁵

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.⁴⁶

⁴³ D.C. Code § 38-1802.12(a)(3).

⁴⁴ D.C. Code § 38-1802.13(a).

⁴⁵ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁴⁶ 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 February 2019,⁴⁷ Capital City PCS amended its charter agreement to adopt an updated version of the PMF as its charter goals.⁴⁸ 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 ten-year charter review, obtains an average PMF score for school years 2019 – 20, 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 50.0%.

As previously noted, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22 and ceased producing the PMF after SY 2018 – 19.⁴⁹ For SY 2022 – 23 and SY 2023 – 24, DC PCSB resumed goal attainment assessment using pathways established in its *Charter Goals Policy*.⁵⁰

Capital City PCS's goal attainment results are as follows:

Capital City PCS Goal Attainment					
Campus	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Capital City PCS – LS	NA			Met	Partially Met
Capital City PCS – MS				Substantially Met	Partially Met
Capital City PCS – HS				Met	Substantially Met

The remainder of Section One contains:

1. An overview of the goal attainment pathways in the *Charter Goals Policy* applicable to Capital City PCS;
2. An explanation of Capital City PCS's goal attainment for SY 2022 – 23 and SY 2023 – 24;
3. Data pertaining to each campus's academic performance on each applicable goal attainment pathway; and

⁴⁷ See Capital City PCS's Goals Charter Amendment, Appendix A4.

⁴⁸ For details, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/2D2lvqc>.

⁴⁹ See the COVID-19 Impact Policy here: <https://bit.ly/3fy5zDo>.

⁵⁰ See the Charter Goals Policy here: <https://bit.ly/4cpui8l>.

4. Additional academic information not included in Capital City PCS's goal attainment assessment.

Appendix E shows Capital City 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.⁵¹ A campus need only meet one pathway in each school year to be deemed as having met its charter goals. The following table summarizes the pathways applicable to Capital City PCS.

Goal Attainment Pathways	
Pathway	How to Meet the Pathway
A: Individually Negotiated Goals	NA ⁵²
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. ^{53, 54}
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

⁵¹ 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 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>.

⁵² Pathway A applies to LEAs with individually negotiated goals in their charter agreement.

⁵³ 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.

⁵⁴ 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.

Goal Attainment Pathways	
Pathway	How to Meet the Pathway
	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) ⁵⁵ in ELA and math. For high schools, meet or exceed the state Growth to Proficiency (GTP) rate on DC CAPE ELA and math.
D: OSSE Accountability	Earn a 40.0% or higher on OSSE's DC School Report Card.

Capital City PCS's Goal Attainment

SY 2022 – 23 Goal Attainment

In SY 2022 – 23, Capital City PCS – LS 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 28 – 29 for details about Capital City PCS – LS's performance on Pathway D.

In SY 2022 – 23, Capital City PCS – MS did not fully meet any pathway. The campus substantially met Pathway B by exceeding state performance on two of four transitional goals measures and improving performance from the prior school year on one additional measure. See the Pathway B Performance section on page 22 for details about Capital City PCS – MS's performance on Pathway B.

In SY 2022 – 23, Capital City PCS – HS 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 28 – 29 for details about Capital City PCS – HS's performance on Pathway D.

SY 2023 – 24 Goal Attainment

In SY 2023 – 24, Capital City PCS – LS did not fully meet any pathway. The campus partially met Pathway B by exceeding state/sector performance on two of seven transitional goals measures and improving performance from the prior school year on an additional two of seven measures. See the Pathway B Performance section on pages 20 – 21 for details about Capital City PCS – LS's performance on Pathway B.

In SY 2023 – 24, Capital City PCS – MS did not fully meet any pathway. The campus partially met Pathway B by exceeding state/sector performance on two of four transitional goals measures. See the Pathway B Performance section on page 22 for details about Capital City PCS – MS's performance on Pathway B.

⁵⁵ From 2015 to 2023, DC was a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) 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>.

In SY 2023 – 24, Capital City PCS – HS did not fully meet any pathway. The campus substantially met Pathway B by exceeding state/sector performance on nine of 13 transitional goals measures and improving performance from the prior school year on one additional measure. See the Pathway B Performance section on pages 23 – 25 for details about Capital City PCS – HS’s performance on Pathway B.

Capital City PCS’s Academic Performance Data by Pathway

Pathway B (Transitional Goals) Performance

For schools serving grades PK3 – 4, 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;⁵⁶ ISA; and re-enrollment.

For schools serving grades 5 – 8, transitional goals measures include, to the extent available: proficiency on the PARCC assessment or the DC CAPE in ELA and math, indicated by the percentage of students scoring 4 or higher;⁵⁷ ISA; and re-enrollment.

For schools serving grades 9 – 12, transitional goals measures include, to the extent available: 9th grade on track; four-year ACGR; five-year ACGR; AP/IB/DE/CTE;⁵⁸ college acceptance; proficiency on the PARCC or the DC CAPE assessment in ELA and math, indicated by the percentage of students scoring 4 or higher;⁵⁹ PSAT and SAT/ACT performance measures; ISA; and re-enrollment.

The charts below show Capital City 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

⁵⁶ A score of “4” or “5” on PARCC or DC CAPE indicates that students have met or exceeded expectations for their grade level.

⁵⁷ A score of “4” or “5” on PARCC or DC CAPE indicates that students have met or exceeded expectations for their grade level.

⁵⁸ 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.

⁵⁹ A score of “4” or “5” on PARCC or DC CAPE indicates that students have met or exceeded expectations for their grade level.

charts indicate whether each campus's rate met the state or sector rate, and whether the campus improved from its prior year performance.^{60, 61, 62}

⁶⁰ 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.

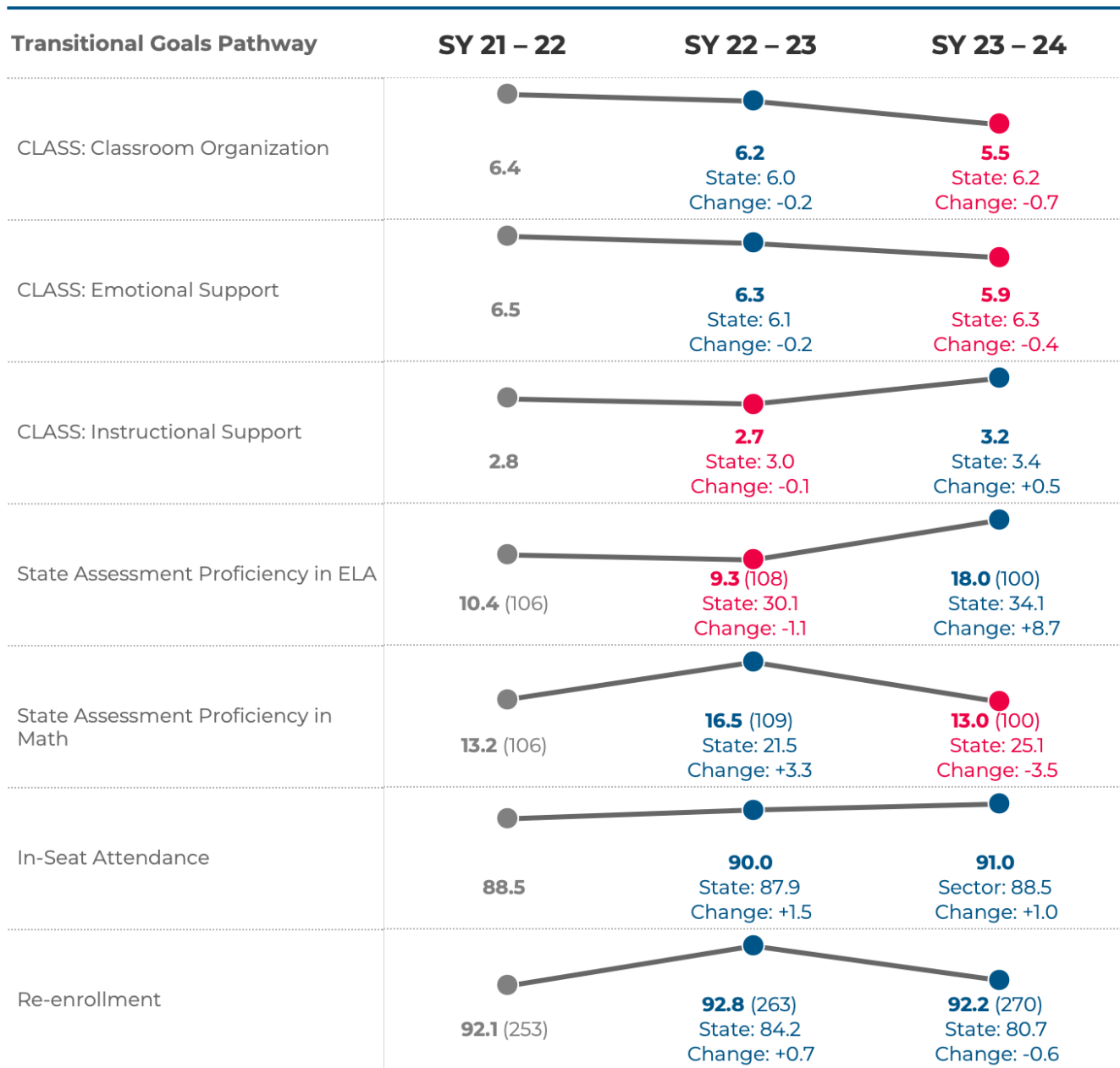
⁶¹ State/sector rates for elementary and/or middle schools are based on PK – 8 inclusive data, excluding outliers. Rates are not grade-band specific.

⁶² 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>.

Capital City PCS – LS

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.

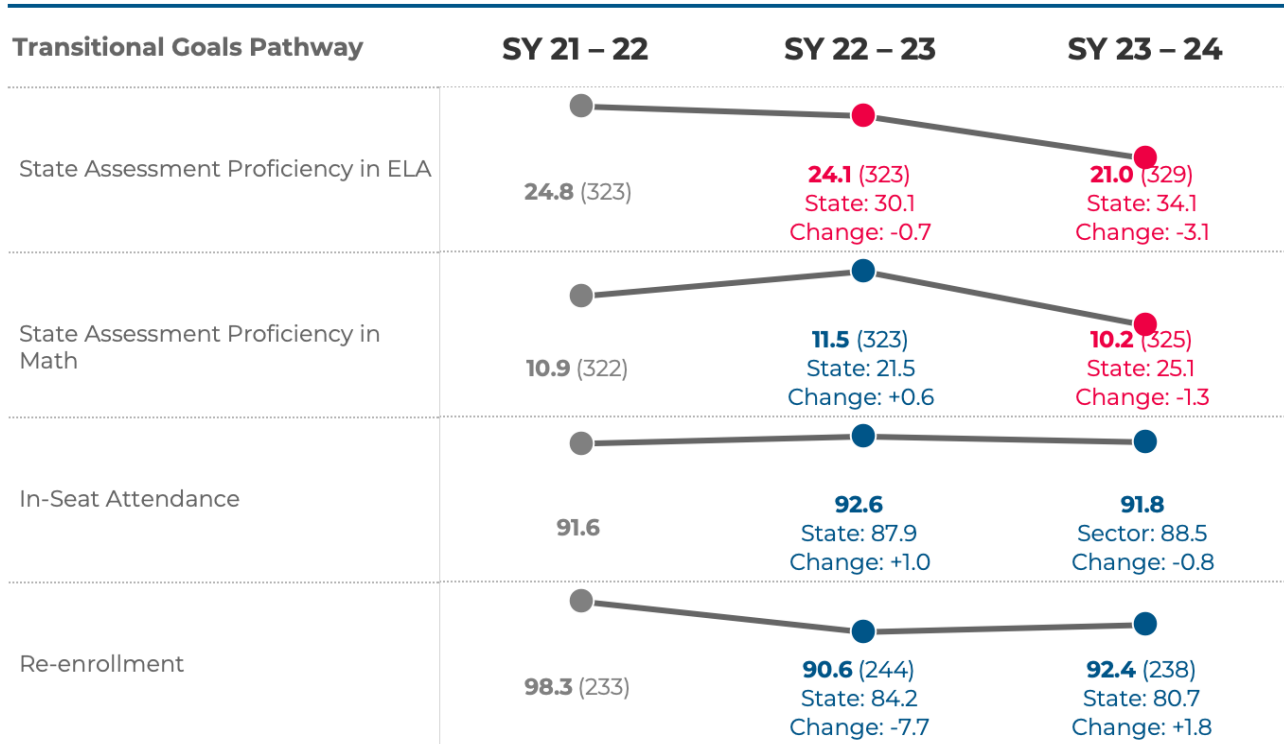
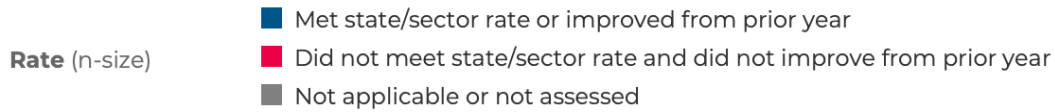
No Comp.: No comparative value (state or sector sample size less than 10).

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

In SY 2022 – 23, Capital City PCS – LS met or exceeded state performance or demonstrated improvement in five of seven transitional goals measures. The campus exceeded state performance in PK CLASS: Classroom Organization, PK CLASS: Emotional Support, ISA, and re-enrollment. The campus demonstrated improvement in state assessment proficiency in math. Capital City PCS – LS did not meet state performance nor did it demonstrate improvement in PK CLASS: Instructional Support and state assessment proficiency in ELA.

In SY 2023 – 24, Capital City PCS – LS met or exceeded state/sector performance or demonstrated improvement in four of seven transitional goals measures. The campus exceeded state/sector performance in ISA and re-enrollment. The campus demonstrated improvement in PK CLASS: Instructional Support and state assessment proficiency in ELA. Capital City PCS – LS did not meet state/sector performance nor did it demonstrate improvement in PK CLASS: Classroom Organization, PK CLASS: Emotional Support, and state assessment proficiency in math.

Capital City PCS – MS



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.

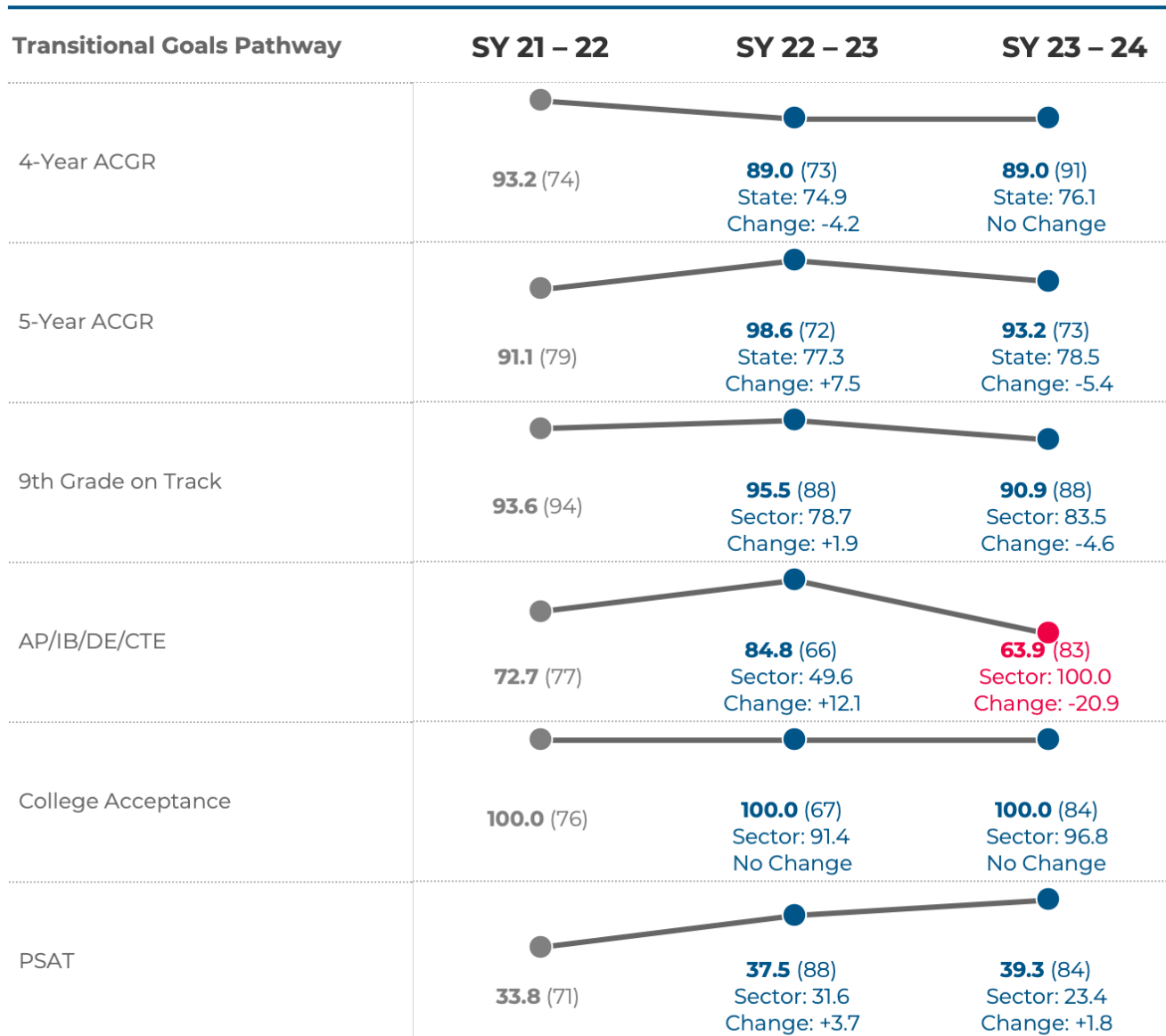
In SY 2022 – 23, Capital City PCS – MS met or exceeded state performance or demonstrated improvement in three of four transitional goals measures. The campus exceeded state performance in ISA and re-enrollment. The campus demonstrated improvement in state assessment proficiency in math. Capital City PCS – MS did not meet state performance nor did it demonstrate improvement in state assessment proficiency in ELA.

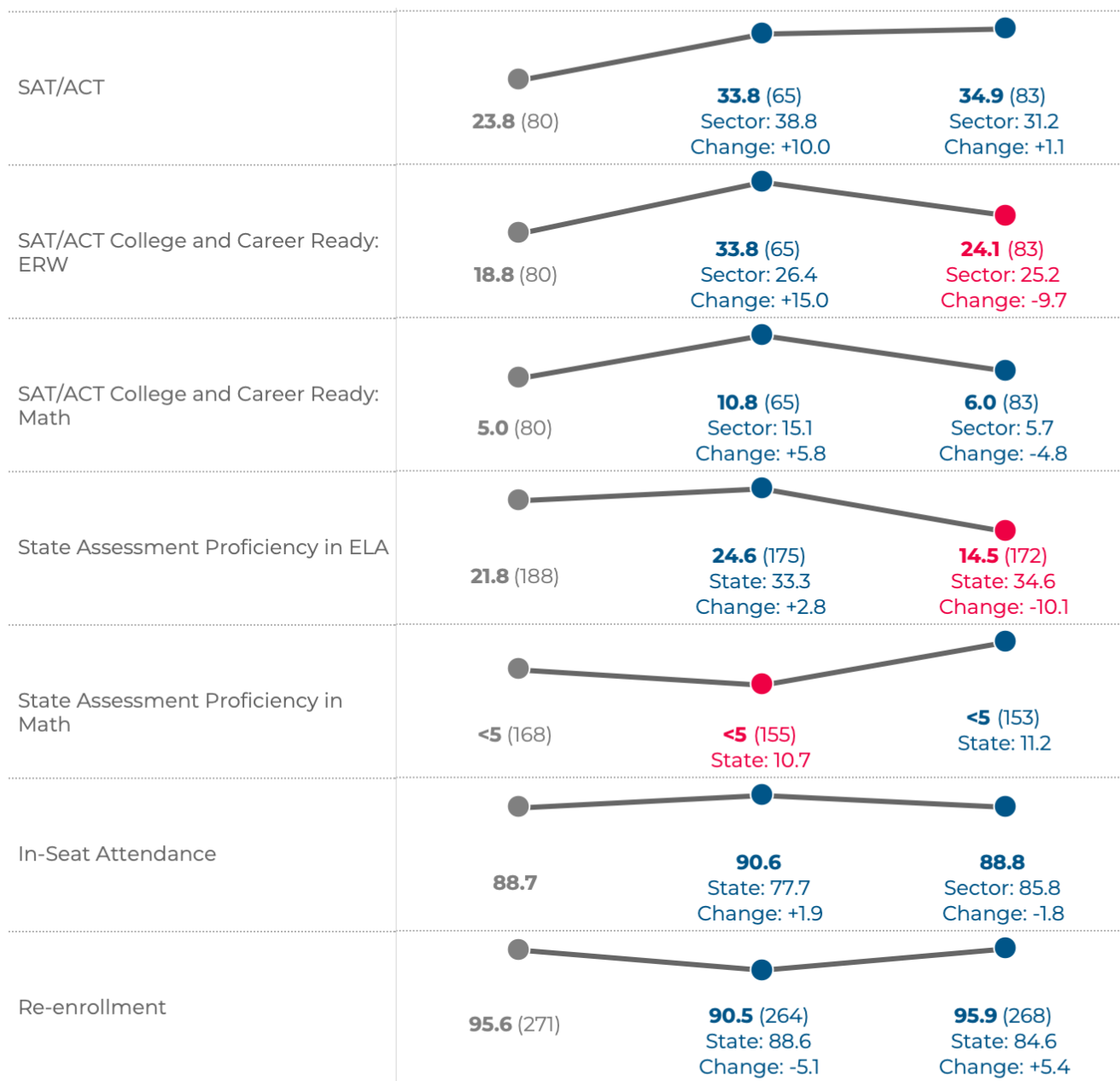
In SY 2023 – 24, Capital City PCS – MS met or exceeded state/sector performance in two of four transitional goals measures: ISA and re-enrollment. The campus did not demonstrate improvement in any additional measures. Capital City PCS – MS did not meet state/sector performance nor did it demonstrate improvement in state assessment proficiency in ELA and state assessment proficiency in math.

Capital City PCS – HS

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, Capital City PCS – HS met or exceeded state/sector performance or demonstrated improvement in 12 of 13 transitional goals measures. The campus exceeded state/sector performance in four-year ACGR, five-year ACGR, 9th grade on track, AP/IB/DE/CTE, college acceptance, PSAT, SAT/ACT College and Career Ready: Evidence-based reading and writing (ERW), ISA, and re-enrollment. The campus demonstrated

improvement in SAT/ACT, SAT/ACT College and Career Ready: Math, and state assessment proficiency in ELA. Capital City PCS – HS did not meet state/sector performance nor did it demonstrate improvement in state assessment proficiency in math.

In SY 2023 – 24, Capital City PCS – HS met or exceeded state/sector performance or demonstrated improvement in 10 of 13 transitional goals measures. The campus exceeded state/sector performance in four-year ACGR, five-year ACGR, 9th grade on track, college acceptance, PSAT, SAT/ACT, SAT/ACT College and Career Ready: Math, ISA, and re-enrollment. The campus demonstrated improvement in state assessment proficiency in math. Capital City PCS – HS did not meet state/sector performance nor did it demonstrate improvement in AP/IB/DE/CTE, SAT/ACT College and Career Ready: ERW, and state assessment proficiency in ELA.

Pathway C (Growth) Performance

Capital City PCS selected the NWEA MAP as its nationally normed growth assessment. The tables below show Capital City PCS's performance on the NWEA MAP math and reading assessments in SY 2022 – 23 and SY 2023 – 24. The tables also show Capital City PCS's growth performance on the DC CAPE in SY 2023 – 24.

Capital City PCS – LS

		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	33.0 (108)	32.0 (110) CGP: 50.0	36.0 (101) CGP: 50.0
NWEA MAP: Math	55.0 (108)	28.5 (110) CGP: 50.0	49.0 (101) CGP: 50.0
State Assessment MGP: ELA			56.0 (50) MGP: 50.0
State Assessment MGP: Math			34.0 (51) 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.

In SY 2022 – 23, Capital City PCS – LS did not meet publisher growth criteria on the NWEA MAP in reading or math. The campus also did not improve its NWEA MAP growth rates from SY 2021 – 22 to SY 2022 – 23.

In SY 2023 – 24, Capital City PCS – LS did not meet publisher growth criteria on the NWEA MAP in reading or math. The campus met the MGP on the DC CAPE in ELA, but not in math.

Capital City PCS – MS

 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	25.0 (328)	24.0 (327) CGP: 50.0	32.0 (326) CGP: 50.0
NWEA MAP: Math	35.0 (328)	29.0 (327) CGP: 50.0	30.0 (326) CGP: 50.0
State Assessment MGP: ELA			41.0 (321) MGP: 50.0
State Assessment MGP: Math			39.0 (318) 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.

In SY 2022 – 23, Capital City PCS – MS did not meet publisher growth criteria on the NWEA MAP in reading or math. The campus also did not improve its NWEA MAP growth rates from SY 2021 – 22 to SY 2022 – 23.

In SY 2023 – 24, Capital City PCS – MS did not meet publisher growth criteria on the NWEA MAP in reading or math. The campus also did not meet the MGP on the DC CAPE in ELA or math.

Capital City PCS – HS

	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 23 – 24
NWEA MAP: Reading	26.5 (174) CGP: 50.0
NWEA MAP: Math	30.0 (174) CGP: 50.0
Growth to Proficiency ELA	24.5 (168) State: 50.1
Growth to Proficiency Math	40.5 (151) State: 49.5

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, Capital City PCS – HS did not submit NWEA MAP data. Therefore, DC PCSB is unable to assess Pathway C performance.

In SY 2023 – 24, Capital City PCS – HS did not meet publisher growth criteria on the NWEA MAP in reading or math. The campus also did not meet the state GTP rate on the DC CAPE in ELA or math.

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 Capital City PCS’s summative scores for SY 2022 – 23 and SY 2023 – 24.

OSSE DC School Report Card Outcomes (Pathway D)			
Campus	Target Score	SY 2022 – 23 School Summative Score	SY 2023 – 24 School Summative Score
Capital City PCS – LS	40.0	51.5	30.3
Capital City PCS – MS	40.0	36.1	22.9
Capital City PCS – HS	40.0	50.1	35.7

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*.^{63,64} During SY 2023 – 24, in anticipation of this review, DC PCSB staff conducted a QSR at Capital City PCS.⁶⁵ 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.”⁶⁶

The following table reports Capital City PCS's average domain ratings:

Capital City PCS's Average Domain Ratings			
Campus	Observed Program	Classroom Environment	Instruction
Capital City PCS – LS	Overall	2.94	2.81
	Special Education	2.58	2.58
	EML	3.25	2.63
Capital City PCS – MS	Overall	2.69	2.51
	Special Education	2.42	2.58

⁶³ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁶⁴ 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.

⁶⁵ See Capital City PCS QSR Reports, Appendices F1 – F3.

⁶⁶ See pages 21 – 25 of the school's QSR report in Appendix F1 for a detailed description of each performance level.

Capital City PCS's Average Domain Ratings			
Campus	Observed Program	Classroom Environment	Instruction
	EML	2.79	2.21
Capital City PCS – HS	Overall	2.88	2.74
	Special Education	2.63	2.50
	EML	3.25	2.75

The following table reports the percentage of classrooms at each Capital City PCS campus that QSR observers rated “proficient” or “distinguished.”

Capital City PCS's Percentage of Classrooms Rated Proficient or Distinguished		
Campus	Classroom Environment	Instruction
Capital City PCS – LS	88.2%	81.8%
Capital City PCS – MS	62.7%	56.9%
Capital City PCS – HS	77.9%	73.4%

Overall, in the classroom environment domain, all three Capital City PCS schools scored just below proficient. The percentage of classrooms rated “proficient” or “distinguished” in the classroom environment domain at each campus ranged from 62.7% to 88.2%.⁶⁷ In the classroom environment domain, observers noted talk between teachers and students and among students was uniformly respectful. Across schools, teachers made general connections with students. However, at Capital City PCS – MS, there were some instances in which interactions between teachers and students or among students were uneven, with occasional disrespect. Observers also noted that students generally behaved appropriately in most classrooms, and teachers’ responses to misbehavior were effective.

Overall, in the instruction domain, Capital City PCS – LS and Capital City PCS – HS scored just below proficient, while Capital City PCS – MS scored between basic and proficient. The percentage of classrooms rated “proficient” or “distinguished” in the instructional domain at each campus ranged from 56.9% to 81.8%.⁶⁸ In the instruction domain, observers noted teachers made high-quality work standards clear to students. Across classrooms, teachers provided specific and timely feedback for student groups. However, at Capital City PCS – MS, teachers in more than half the observations monitored student understanding through a single method. Teachers provided students with vague feedback in more than half the observations.

⁶⁷ In SY 2022 – 23 and SY 2023 – 24, the average percentages of observed classrooms in the DC public charter sector rated “proficient” or “distinguished” in the classroom environment domain were 77.8% for PK – 8 classrooms and 76.6% for 9 – 12 classrooms.

⁶⁸ In SY 2022 – 23 and SY 2023 – 24, the average percentages of observed classrooms in the DC public charter sector rated “proficient” or “distinguished” in the instruction domain were 63.6% for PK – 8 classrooms and 59.4% for 9 – 12 classrooms.

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

On its special education observations, in the classroom environment domain, Capital City PCS – HS scored just below proficient. Capital City PCS – LS and Capital City PCS – MS scored between basic and proficient. In the instruction domain, all three campuses scored between basic and proficient. Before the two-week observation window, Capital City PCS completed a questionnaire about how it serves students with disabilities. Observers looked for evidence of the school’s articulated program. DC PCSB found that Capital City PCS implemented its stated special education program with fidelity.

Assignment Review Findings

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNT) consultants reviewed sample ELA and math assignments Capital City PCS students received. Evaluators used TNT’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.⁶⁹

Assignments that satisfied TNT’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 Capital City PCS’s assignment review ratings in the table below.

Capital City PCS Assignment Review Ratings		
Overall Rating	ELA Assignments	Math Assignments
Sufficient	14	13
Minimal	0	2
No Opportunity	1	0

Emerging Multilingual Learner (EML) Performance⁷⁰

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

⁶⁹ See the protocol here: <https://bit.ly/3PFYLLKH>.

⁷⁰ ACCESS data does not factor into Capital City PCS’s goal determination.

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.⁷¹ It compares this percentage for Capital City PCS to the overall percentage for the DC public charter sector.

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 ⁷²

ACCESS Growth Compared to Sector							
Grade Band	2019 – 20	2020 – 21	2021 – 22	2022 – 23		2023 – 24	
				Sector	School	Sector	School
Elementary ⁷⁴	NA ⁷³			50.5%	57.3%	46.6%	42.5%
Middle ⁷⁵				40.1%	44.6%	37.8%	27.4%
High				42.0%	42.2%	44.9%	25.0%

ACCESS Growth Compared to State

OSSE reports statewide ACCESS growth using the median “percent of growth target met” among all ACCESS test-takers.⁷⁶ 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 Capital City PCS to state outcomes for SY 2022 – 23 and SY 2023 – 24.

⁷¹ 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 refer to OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

⁷² DC PCSB does not report values when the n-size is less than 10.

⁷³ 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.

⁷⁴ School rates represent Capital City PCS – LS (grades K – 4). Sector rates represent grades K – 5.

⁷⁵ School rates represent Capital City PCS – MS (grades 5 – 8). Sector rates represent grades 6 – 8.

⁷⁶ See OSSE’s English Language Proficiency Business Rules: <https://bit.ly/3Hub8jW>.

ACCESS Growth Compared to State							
Grade Band	2019 – 20	2020 – 21	2021 – 22	2022 – 23		2023 – 24	
	NA			State	School	State	School
K – 5				100%	114.3%	100%	83.3%
6 – 8				0.0%	41.6%	33.3%	0.0%
9 – 12				33.3%	50.0%	50.0%	0.0%

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has “committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”⁷⁷ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2019 – 20, Capital City PCS has been compliant with all applicable laws as captured in DC PCSB’s compliance reviews.⁷⁸

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

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

Procurement Contract Compliance

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more. Within three days of awarding such a contract, schools must submit to DC PCSB all bids received, the contractor selected, and the rationale for which the contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.⁷⁹

Capital City PCS Procurement Contract Compliance		
Fiscal Year (FY)	Reported Procurement Packages	Early Warning Notices
2020	11	1
2021	22	0
2022	36	1
2023	49	1
2024	34	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

⁷⁷ D.C. Code § 38-1802.12(a)(3).

⁷⁸ See Capital City PCS’s Compliance Review Reports, Appendices G1 – G5.

⁷⁹ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/4bNG2jK>.

compliance to ensure Capital City 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.⁸⁰

During the review period, DC PCSB flagged Capital City PCS for an audit for disproportionate identification of EML students as having disabilities (referred to as dual identification of SWD and EML). Please see the chart below for more information on the audit resolution.

School Year	Campus	Audit Criteria	Type of Audit	Results
2019 – 20	Capital City PCS – MS	Dual Identification of SWD and EML	Desk	DC PCSB recommended the school • Continue to collect information on student progress • Foster strong collaboration between its EML and Special Education department • Attend trainings on appropriate identification of EML students who may potentially have a disability DC PCSB continued to monitor the campus's dual identification rate, but no further action was required.

Special Education Compliance and Performance⁸¹

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

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

⁸¹ See OSSE's Glossary of Special Education Compliance Terms, Appendix H1.

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

⁸³ 29 U.S.C. § 794.

education compliance and performance through its *Special Education Audit and Monitoring Policy* and other oversight practices.⁸⁴

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).^{85, 86} In SEPR, OSSE assesses performance using an expanded number of measures in two categories: LEA compliance and student progress.⁸⁷ The table below shows how IDEA annual determinations align with OSSE's SEPR levels.⁸⁸

Percentage of Points from Applicable Measures ⁸⁹	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

⁸⁴ 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.

⁸⁵ 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.

⁸⁶ See the SEPRs for Capital City PCS for FFY 2021 and FFY 2022, Appendices I1 – I2.

⁸⁷ In the SEPR, LEA Compliance comprises 35 points of the total score earned, and Student Progress comprises 65 points of the total score earned.

⁸⁸ See Appendix H2 for more detail about LEA performance and OSSE's enforcement actions for each IDEA annual determination and SEPR score level.

⁸⁹ 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.)

Capital City PCS's IDEA Annual Determinations and SEPR Levels

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

FFY	Percentage of Points from Applicable Measures	IDEA Annual Determination
2019	94.7%	Meets Requirements
2020	100%	Meets Requirements
2021	75.0%	Needs Assistance
2022	89.6%	Meets Requirements

SEPR reports on 1) an LEA's capacity to serve students with disabilities and 2) key student progress measures. Capital City 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 Capital City PCS's SEPR results.⁹⁰

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
2021	LEA Compliance	32.1 of 35	91.7%	Strengthening
	Student Progress	42.9 of 65	66.0%	
2022	LEA Compliance	35 of 35	100%	Leading
	Student Progress	54.6 of 65	84.0%	

Capital City PCS received "Meets Requirements/Leading" designations in three of four FFYs, demonstrating satisfactory compliance with special education requirements.

OSSE Enforcement Actions

While Capital City PCS received a "Needs Assistance"/Strengthening" designation in its 2021 annual determination, the LEA did not require any OSSE enforcement actions or interventions during the review period. Corrective action is only required when an LEA receives this determination for two or more consecutive years.

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.

⁹⁰ For information about the DC public charter sector's SEPR performance in FFYs 2021 and 2022, see Appendix H3.

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.

Capital City PCS did not receive state complaints or due process complaints during the review period.

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.

During the review period, DC PCSB staff flagged Capital PCS – HS for disproportionate MYW rates for SY 2023 – 24. See the chart below for more information on the audit resolution.

School Year	Campus	Audit Criteria	Type of Audit	Results
2023 – 24	Capital City PCS – HS	Disproportionate MYW rates	Desk Audit	Upon review of the requested documents, DC PCSB staff recommended campus leaders revise the multidisciplinary team (MDT) meeting process for attendance and IEP reviews to better identify root causes and align on strategies to address them. DC PCSB staff required the school to submit a revised MDT meeting agenda template, incorporating the above feedback. DC PCSB will continue to monitor the campus's program for the effectiveness of these adjustments.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁹¹

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.⁹²

Scope of Financial Review

DC PCSB holistically assessed Capital City 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.⁹³

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 Capital City PCS from FY 2020 through FY 2023 and supporting information.⁹⁴

Summary of Findings⁹⁵

Capital City PCS has demonstrated strong fiscal performance during the review period. 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

- 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.
- The school's annual audit reports for the period under review reflected unmodified opinions and no audit findings.

⁹¹ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁹² See D.C. Code § 38-1802.13(b).

⁹³ The Auditor Review Committee comprises representatives of DC PCSB, the Office of the Chief Financial Officer (OCFO), and OSSE.

⁹⁴ See Capital City PCS's FAR Reports, Appendices J1 – J4.

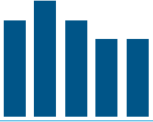
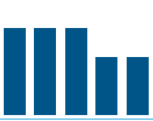
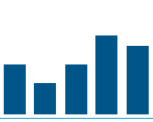
⁹⁵ See Financial Definitions and Examples, Appendix K, for more information on financial terms and indicators used herein.

GAAP Adherence, Fiscal Mismanagement, and Economic Viability Analysis

Enrollment, Operations, and Facilities

The table and chart below detail some of Capital City PCS's most significant performance and sustainability indicators and operating revenues and expenses per student from FY 2020 to FY 2024.⁹⁶

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

Capital City 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	992	1,007	1,002	1,004	1,012	399		
Change in Net Assets Margin*	10%	11%	6%	3%	7%	4%	>= 0%	
Primary Reserve Ratio*	0.9	1.0	0.9	0.8	0.8	0.6	>= 0.2	
Debt Ratio**	0.5	0.5	0.5	0.4	0.4	0.6	<= 0.5	
Occupancy Expenses as a % of Facilities Allowance**	81%	69%	82%	100%	93%	123%		

Audited Enrollment

⁹⁶ FY 2020 through FY 2023 numbers originate from audited financial statements. FY 2024 numbers originate from unaudited interim financial statements.

From FY 2020 to FY 2024, the school's enrollment remained relatively stable, fluctuating between 992 and 1,012 students.

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

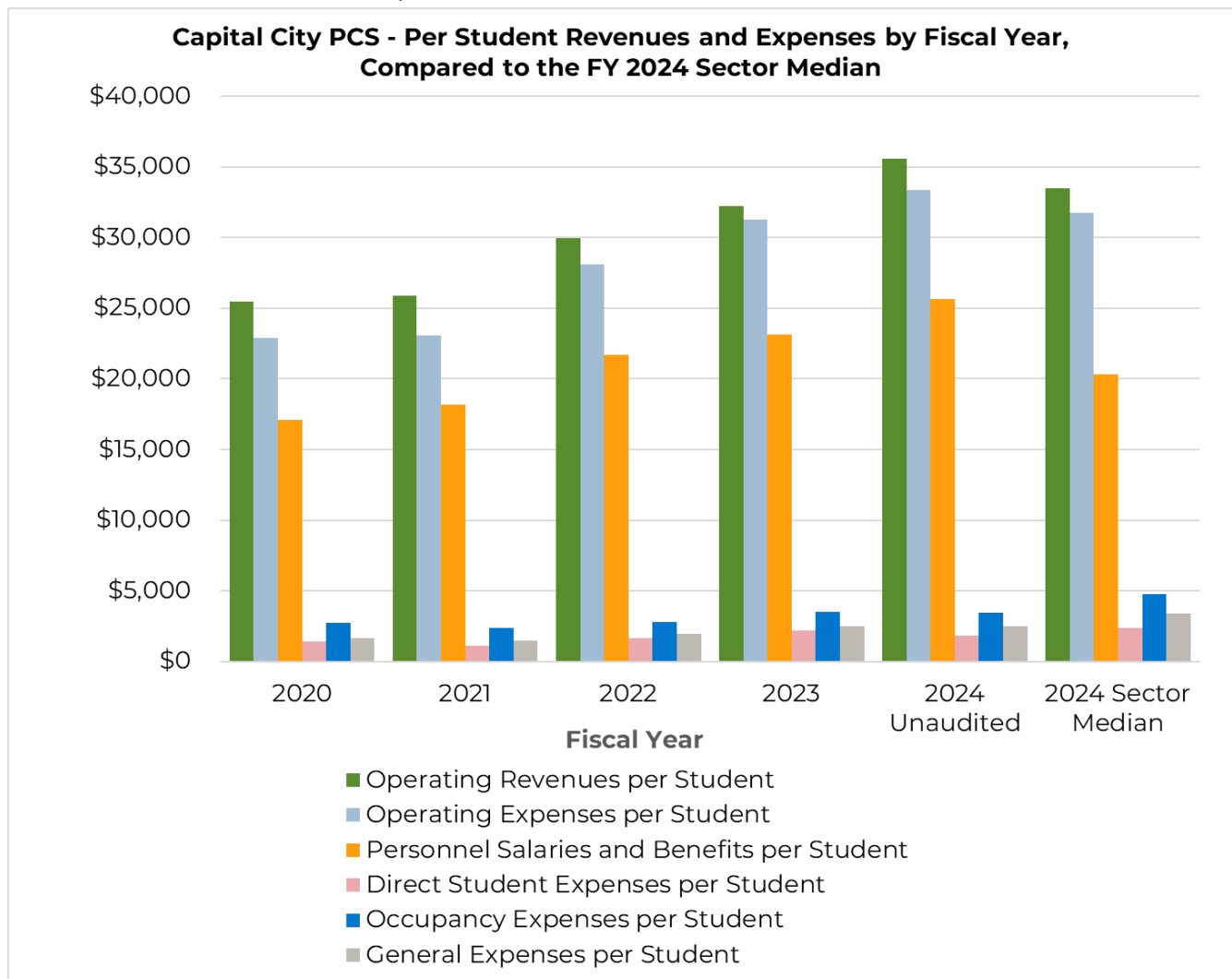
The school's change in net assets margin consistently exceeded the 0% target from FY 2020 through FY 2024, ranging from 3% to 11%, demonstrating strong financial health. The school's change in net assets margin decreased from 11% to 3% from FY 2021 to FY 2023, which was primarily attributable to operating expenses increasing at a faster rate than operating revenues, especially in FY 2022 due to the cost associated with the return to in-person learning. For the period under review, the school has maintained robust financial sustainability, as reflected in the consistently above-target primary reserve ratio, which ranged from 0.8 to 1.0. In addition, the school has reflected a debt ratio at or below the 0.5 target.

Occupancy Expenses

The school operates three campuses within a leased facility located at 100 Peabody Street NW. In October 2011, the school entered into a 25-year ground lease agreement, which includes a credit for the amount spent on leasehold improvements made to the building. Currently, the credit stands at \$32.1M, and the school does not anticipate paying rent until September 2027. Additionally, the school holds \$13.0M in long-term debt used in refinancing a portion of the debt that financed its facility renovation. The debt is set to mature in July 2044.

Occupancy expenses as a percentage of the facilities allowance ranged from 69% to 100% between FY 2020 and FY 2024, significantly lower than the sector median of 123% in FY 2024. Occupancy expenses as a percentage of facilities allowance favorably decreased to 69%, its lowest point in FY 2021, primarily due to a reduction in other occupancy costs from remote learning during the peak of the COVID-19 pandemic.

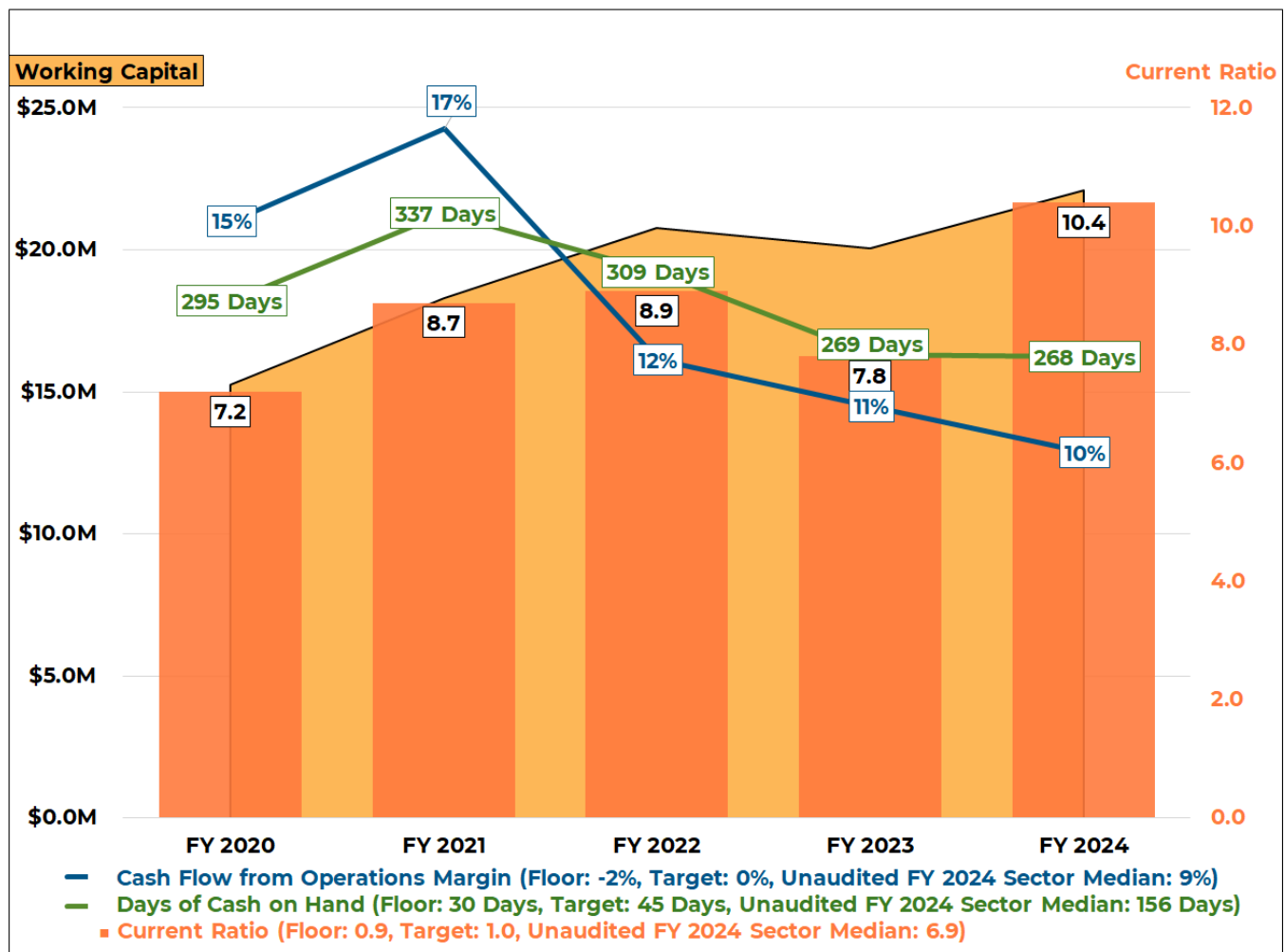
Per Student Revenue and Expenses



During the review period, the school has consistently maintained a positive margin between operating revenues and operating expenses per student. Occupancy expenses per student have remained consistently below the sector median, allowing for greater investment in personnel. This is reflected in the school's personnel salaries and benefits per student, which have exceeded the sector median for the entire five-year period.

Liquidity

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



Days of cash on hand remained consistently above the 45-day target throughout the period under review. The most significant decrease in days of cash on hand occurred between FY 2022 and FY 2023, dropping from 309 days to 269 days. This decrease was primarily due to a \$3.7M investment in leasehold improvements. Cash flow from operations margin ranged from 10% to 17% during the review period, consistently exceeding the 0% target. The current ratio has also consistently exceeded the 1.0 target, fluctuating between 7.2 and 10.4. Working capital remained robust, increasing from \$15.2M in FY 2020 to \$22.1M in FY 2024.

Audit Reports

The school's annual independent auditor's reports for FY 2020 through FY 2024 reflected unmodified opinions and no audit findings on the school's financial reporting internal controls or Single Audits.

Additional Findings

The school plans to complete several smaller-scale facilities improvement projects in the summer through fall of 2025, including renovating bathrooms, replacement of corroded plumbing lines, upgrading the courtyard (which serves as the PK playground), adding a new play structure, and relocating the playground for elementary grades. The proposed budget for this work is \$3M. In addition, the school has developed a master facilities plan. The plan includes mechanical, electrical, and plumbing improvements; outdoor renovations including athletic field enhancements; HVAC upgrades; and a commercial kitchen. The school is refining the scope and sequence of the projects and hopes to complete the majority of this work within the next five years. Currently, planned financing will come from cash reserves, a capital campaign, and potential loans.