DC PUBLIC CHARTER SCHOOL BOARD

Shantelle Wright
Board Chair

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

July 22, 2025

Via Electronic Mail

Dennis Sawyers
Board Chair

Wendy Edwards
Executive Director

Early Childhood Academy Public Charter School
885 Barnaby Street SE
Washington, DC 20032

Re: 20-Year Charter Review of Early Childhood Academy Public Charter School

Dear Mr. Sawyers and Ms. Edwards:

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 Early Childhood Academy Public Charter School.

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

At the public board meeting on May 19, 2025, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the report and proposal. School representatives were present and had the opportunity to speak before the Board, and members of the public were also invited to provide comment prior to the vote.

[1] See DC Code § 38–1802.12(a)(3).
[2] See DC Code § 38–1802.13(a)-(b).

DC PUBLIC CHARTER SCHOOL BOARD

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Board Chair

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Executive Director

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,

Shantelle Wright
Board Chair

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

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (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: Early Childhood Academy Public Charter School**

DATE: **May 19, 2025**

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of Early Childhood Academy Public Charter School (Early Childhood PCS). This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.[1]

Charter Review Findings

DC PCSB staff conducted a 20-year charter review of Early Childhood 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

[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*.

and local laws; and 3) 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	Early Childhood PCS **met** its charter goals in SY 2022 – 23 and SY 2023 – 24.
Compliance	Early Childhood PCS **did not** materially violate the law or its charter.
Finance	Early Childhood PCS **did not** display a pattern of fiscal mismanagement and **is** economically viable.

Early Childhood PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to meeting the performance standards set by DC PCSB in the Early Childhood PMF.[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 Early Childhood 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 or a nationally normed growth assessment.[6] Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

[3] 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.)
[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/4cpui81.
[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.

Early Childhood PCS fully met its charter goals in SY 2022 – 23 and SY 2023 – 24.[7] In these school years, Early Childhood PCS fully met the growth pathway by exceeding publisher growth criteria in both reading and math on its nationally normed growth assessment, the Northwest Education Association Measures of Academic Progress (NWEA MAP). The school's growth rates indicate Early Childhood PCS's kindergarten (K) – 3 students grew faster than their academically similar peers nationwide.

Separate and apart from the school's goal attainment, results from the Qualitative Site Review (QSR) suggest that Early Childhood PCS is performing just below proficient in the classroom environment and instruction domains.[8, 9]

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

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

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

Based on these findings, DC PCSB staff recommends the Board vote to continue Early Childhood PCS's charter.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[11] As part of this review, DC PCSB must determine whether:

1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

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[7] See Section One of the attached report for more detail about Early Childhood PCS's goal attainment.
[8] QSR observers rate the classroom environment and instruction on the Charlotte Danielson *Framework for Teaching* scale from one to four: "1" indicates "unsatisfactory" performance, "2" indicates "basic," "3" indicates "proficient," and "4" indicates "distinguished."
[9] See the QSR section in the attached report for further details about the school's QSR performance.
[10] The report will be finalized following the Board's vote on the school's continuance.
[11] D.C. Code § 38-1802.12(a)(3).

2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[12]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.[13]

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[14]

Background

Early Childhood PCS began operation in 2005 under authorization from DC PCSB. The school currently educates 281 students in grades pre-kindergarten 3 (PK3) – 3. The school operates one campus located in Ward 8.[15] Early Childhood PCS's mission is:

> It is the mission of Early Childhood Academy Public Charter School to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.

Notification

On March 31, 2025, DC PCSB staff notified the following Advisory Neighborhood Commissioners of the school's 20-year charter review: Deborah Wells (8E01), Laqueda Tate (8E02), Kelly Mikel Williams (8E03), Anita Burrows (8E04), Delores Bryant (8E06), Th-Juan McLeese-Lewis (8E07), Saudia Jenkins (8E08), and Rhonda Holmes (8E09). We also notified the commissioner for ANC 8E05. DC's ANC website did not return a commissioner name for ANC 8E05, suggesting that the seat is vacant.[16] DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.[17]

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[12] D.C. Code § 38-1802.13(a).
[13] DC PCSB may impose conditions of continuance if it deems such conditions appropriate.
[14] D.C. Code § 38-1802.13(b).
[15] This enrollment figure is based on preliminary, unvalidated data as of April 24, 2025.
[16] See DC's ANC website here: https://bit.ly/3EpDuhs.
[17] See the notice here: https://bit.ly/44BHtlt.

Attachment to this Proposal

Attachment A: Early Childhood PCS 20-year Preliminary Charter Review Report

Date: _May 19, 2025___

DC PCSB Action: __X__Approved _____Approved with Changes ____Rejected

Changes to the Original Proposal:

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Board Chair Signature: _______________________________________

2024 – 25 20-Year
Charter Review Report
Early Childhood Academy Public Charter School

May 19, 2025

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

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Appendices: https://bit.ly/3DAOGak

[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

Early Childhood Academy Public Charter School (Early Childhood PCS)[2]	
Review or Renewal	20-year charter review
Review Period	School year (SY) 2019 – 20 through SY 2023 – 24
Charter Goals	Early Childhood PCS **met** its charter goals in SY 2022 – 23 and SY 2023 – 24.
Compliance	Early Childhood PCS **did not** materially violate the law or its charter.
Finance	Early Childhood PCS **did not** display a pattern of fiscal mismanagement and **is** economically viable.
Board Vote	The Board voted 6 – 0 to continue Early Childhood PCS's charter.

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) "shall review [a school's] charter at least once every [five] years."[3] During SY 2024 – 25, DC PCSB conducted a 20-year charter review of Early Childhood 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)

Early Childhood PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to meeting the performance standards set by DC PCSB in the Early Childhood PMF (EC PMF).[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 Early Childhood 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 Early Childhood PCS's Charter Agreement, Appendix A. All appendices are located here: https://bit.ly/3DAOGak.
[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 Early Childhood PCS's Renewal Agreement, Appendix A.
[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 or a nationally normed growth assessment.[8] Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

Early Childhood PCS fully met its charter goals in SY 2022 – 23 and SY 2023 – 24.[9] In these school years, Early Childhood PCS fully met the growth pathway by exceeding publisher growth criteria in both reading and math on its nationally normed growth assessment, the Northwest Education Association Measures of Academic Progress (NWEA MAP).[10] The school's growth rates indicate Early Childhood PCS's kindergarten (K) – 3 students grew faster than their academically similar peers nationwide.

Early Childhood PCS also demonstrated strong performance in the pre-kindergarten (PK) Classroom Assessment Scoring System (CLASS) Emotional Support and Instructional Support domains, exceeding state performance in SY 2022 – 23 and SY 2023 – 24. The school did not meet the state rate in the PK CLASS Classroom Organization domain, but it improved from SY 2022 – 23 to SY 2023 – 24. In SY 2023 – 24, the school met the publisher-defined threshold of quality in the PK CLASS Classroom Organization domain.[11]

Early Childhood PCS demonstrated academic concerns in English language arts (ELA) and math state assessment proficiency for its students in grade 3 (the school's only students who participate in the state assessment). In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged state rates in both subjects. However, from SY 2022 – 23 to SY 2023 – 24, the school demonstrated improvements of 7.1 percentage points in ELA and 3.7 percentage points in math. In SY 2023 – 24, 15.2% of Early Childhood PCS third graders were proficient in ELA, and 9.1% were proficient in math, lagging state rates for third graders of 28.4% and 30.0%, respectively.[12]

Another area of improvement for Early Childhood PCS is re-enrollment. In SY 2023 – 24, the school's re-enrollment rate declined by nearly 10 percentage points and was approximately 10 percentage points below the state rate.

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[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] See Section One of this report for more detail about Early Childhood PCS's goal attainment.

[10] See the *PMF Policy & Technical Guide* for more details about the data sources and methodology for academic measures in this report: https://bit.ly/2D2Ivgc.

[11] 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.

[12] The state proficiency rates for students in grades 3 – 8 were 34.1% (ELA proficiency) and 25.1% (math proficiency).

Separate and apart from the school's goal attainment, during the Qualitative Site Review (QSR), observations of Early Childhood PCS's programming rated just below proficient in the classroom environment and instruction domains.[13, 14]

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.

Board Vote

At its public meeting on May 19, 2025, the Board voted 6 – 0 to continue Early Childhood PCS's charter.

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.

[13] 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."

[14] See the QSR section on pages 17 – 18 of this report for further details about the school's QSR performance.

SCHOOL BACKGROUND

Early Childhood PCS			
Year Opened	2005 – 06	**Ward(s)**	8
Number of Campuses	1	**Year(s) of Previous Review**	2010 – 11, 2014 – 15, 2019 – 20
Chartered Grade Span	PK3 – 3	**Current Enrollment Ceiling**	300
Audited Enrollment and Grade Span (SY 2024 – 25)			
281, PK3 – 3			
Mission Statement			
It is the mission of Early Childhood Academy Public Charter School to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.			

School Overview

Early Childhood PCS began operation in SY 2005 – 06 under authorization from DC PCSB, serving students in grades PK3 – pre-kindergarten 4 (PK4) and growing by one grade each year until reaching capacity with third grade in SY 2009 – 10. The local education agency (LEA)[15] currently operates a single campus in Ward 8.

Early Childhood PCS offers an instructional program emphasizing the integration of language and literacy with math, science, social studies, and the arts. For grades PK3 – PK4, the LEA uses the Every Child Ready instructional model designed by the AppleTree Institute for Education Innovation. This model focuses on helping young students develop a strong foundation in academic and social development. Early Childhood PCS also uses the HMH curriculum for students in grades Kindergarten (K) – 3, which is aligned with the Common Core State Standards for all major subject areas.[16]

In accordance with the school's mission to foster a safe and holistic learning environment for students, Early Childhood PCS offers a dedicated inclusion program for its students with disabilities. The school maintains a philosophy that all students can achieve at a high level, and all students benefit from the inclusion of students with disabilities in the general education classroom.

[15] An "LEA" is any individual or group of public charter schools operating under a single charter.
[16] The HMH curriculum was previously known as Houghton Mifflin Harcourt.

To promote an environment of inclusivity and collaboration, Early Childhood PCS has a parent engagement committee that hosts quarterly meetings and events for parents where they may share their concerns or recommendations and engage in the school's ongoing planning. The school also hosts open houses and celebratory events throughout the school year where families can remain connected to what their students are learning.[17]

Every Student Succeeds Act (ESSA) Accountability Designations

Per ESSA, OSSE is required to designate DC's lowest performing schools for improvement and additional support. In 2022, OSSE designated Early Childhood PCS for Additional Targeted Support and Improvement (ATSI) regarding concerns related to academic performance among Black students. The ATSI designation indicates a school has a student group—in this case, Black students—that scored in the bottom 5.0% of schools for three consecutive years. This designation ended in 2024 because the school no longer met the designation criteria.

Enrollment and Demographic Data

Early Childhood PCS enrolls students from Wards 1, 4, 5, 6, 7, and 8.[18] In SY 2023 – 24, most students lived in Ward 8. The tables below show the LEA's enrollment history.

Enrollment Measure	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Audited Enrollment[19]	285	287	231	250	247
Enrollment Projections[20]	268	290	300	232	270
Enrollment Ceiling[21]	300	300	300	300	300

[17] See Early Childhood PCS's annual report for SY 2023 – 24, Appendix B.
[18] 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/41ospWv.
[19] OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.
[20] 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.
[21] Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students for which the school can receive per pupil funding during each school year.

Grade	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
PK3	49	45	32	41	35
PK4	50	51	37	43	53
K	50	50	45	52	47
1	50	50	36	44	47
2	47	51	41	33	32
3	39	40	40	37	33

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

Student Group	Percentage Enrolled
At-Risk or Economically Disadvantaged Students[22]	83.8%
Emerging Multilingual Learners (EML)[23]	1.6%
Students with Disabilities (SWD)[24]	24.7%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	92.7%
Hispanic/Latino	3.2%
Multiracial	4.0%
Native Hawaiian or Other Pacific Islander	0.0%
White	0.0%

School Climate

The charts below report Early Childhood 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.[25] Isolating school environment measures by student

[22] D.C. Code § 38–2901(2A) defines "at-risk" as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District's foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled. "Economically disadvantaged" students are defined as meeting one or more of criteria a, b, or c. For schools serving grades PK – 8, percentages of at-risk students and economically disadvantaged students are identical.

[23] 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.

[24] 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.

[25] 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

groups helps to identify whether there may be access and opportunity disparities. For a full report on Early Childhood PCS's school environment measures across the review period, please see Appendix C.

Key for OSS and MYW Rates	
Blue	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10[26]

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.[27]

Two-Year Average[28] OSS Rates					
School/Sector	**Grade Band**	**All Students**	**At-Risk Students**	**EML**	**SWD**
Early Childhood PCS	PK3 – PK4	**0.0%**	**0.0%**	**n < 10**	**0.0%**
Sector		0.0%	0.0%	0.1%	0.1%
Early Childhood PCS	K – 5	**0.9%**	**0.7%**	**n < 10**	**3.3%**
Sector		3.4%	4.9%	1.2%	5.9%

MYW

The MYW rate is the percentage of students who have withdrawn from school during the school year.[29]

Two-Year Average MYW Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	**Grade Band**	**All Students**	**At-Risk Students**	**EML**	**SWD**
Early Childhood PCS	PK3 – PK4	**2.3%**	**2.7%**	**n < 10**	**4.8%**
Sector		3.2%	4.0%	2.6%	2.3%
Early Childhood PCS	K – 5	**4.9%**	**5.6%**	**n < 10**	**2.2%**
Sector		3.8%	4.9%	2.7%	3.8%

programming. After exiting EML programming, students are monitored for four years to ensure they did not exit the program prematurely.

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

[27] 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).

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

[29] The student universe for MYW includes audited students only.

ISA

The ISA rate is the percentage of students who were present each day.[30]

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**
Early Childhood PCS	PK3 – PK4	**84.7%**	**83.8%**	**n < 10**	**83.5%**
Sector		85.4%	81.7%	86.1%	84.8%
Early Childhood PCS	K – 5	**88.1%**	**87.1%**	**n < 10**	**87.5%**
Sector		89.3%	86.4%	92.5%	87.8%

Previous Charter Reviews

Five-Year Review

In SY 2010 – 11, DC PCSB conducted a five-year review of Early Childhood PCS and found the school met the standard for charter continuance.[31] DC PCSB reported the school performed below the state average in third grade ELA and math but met its academic targets for students in grades PK3 – 2. Based on these findings, in February 2011, DC PCSB voted to continue Early Childhood PCS's charter.

10-Year Review

In SY 2014 – 15, DC PCSB conducted a 10-year review of Early Childhood PCS and found the school met the standard for charter continuance.[32] DC PCSB noted inconsistent outcomes for the school's third grade ELA performance on the state assessment, with Early Childhood PCS performing below the state average in two of the four years during the review period. However, the school met its academic targets for students in grades PK3 – 2. Based on these findings, in November 2014, DC PCSB voted to continue Early Childhood PCS's charter.

[30] 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, Early Childhood PCS's ISA rates include students who were enrolled for at least 10 instructional days. For SY 2022 – 23 and SY 2023 – 24, Early Childhood PCS's ISA rates include students who were enrolled for more than 20 instructional days.

[31] See Early Childhood PCS's Five-Year Review Report, Appendix D1.

[32] See Early Childhood PCS's 10-Year Review Report, Appendix D2.

15-Year Renewal

In SY 2019 – 20, DC PCSB conducted a 15-year renewal of Early Childhood PCS and found the school met the standard for renewal.[33] DC PCSB noted the school exceeded its goals and academic achievement expectations for the review period but had steadily declined in performance in each year of the review period. Additionally, in the final year of the review period, the school's performance on the state assessment fell below the state average in third grade ELA and math. As a result, DC PCSB staff indicated they would continue to monitor the school's academic outcomes for signs of improvement. Based on these findings, in January 2020, DC PCSB voted to renew Early Childhood PCS's charter for another 15-year term.

Communication with the School

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

[33] See Early Childhood PCS's 15-Year Renewal Report, Appendix D3.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[34] 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.[35]

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.[36]

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.[37]

[34] D.C. Code § 38-1802.12(a)(3).
[35] D.C. Code § 38-1802.13(a).
[36] DC PCSB may impose conditions of continuance if it deems such conditions appropriate.
[37] 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 July 2020,[38] Early Childhood PCS adopted the PMF as its charter goals.[39] 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 fifth-year charter review, obtains an average PMF score for school years 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.[40] For SY 2022 – 23 and SY 2023 – 24, DC PCSB resumed goal attainment assessment using pathways established in its *Charter Goals Policy*.[41]

Early Childhood PCS's goal attainment results are as follows:

Early Childhood PCS Goal Attainment				
2019 – 20	**2020 – 21**	**2021 – 22**	**2022 – 23**	**2023 – 24**
NA			Met	Met

The remainder of Section One contains:

1. An overview of the goal attainment pathways in the *Charter Goals Policy* applicable to Early Childhood PCS;
2. An explanation of Early Childhood PCS's goal attainment for SY 2022 – 23 and SY 2023 – 24;
3. Data pertaining to the school's academic performance on each applicable goal attainment pathway; and
4. Additional academic information not included in Early Childhood PCS's goal attainment assessment.[42]

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

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[38] See Early Childhood PCS's Renewal Agreement, Appendix A.
[39] For details, see the *2019 – 20 PMF Policy & Technical Guide* here: https://bit.ly/2D2Ivgc.
[40] See the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.
[41] See the *Charter Goals Policy* here: https://bit.ly/4cpui81.
[42] DC PCSB typically reports additional data about EML students' English language proficiency, as measured by the ACCESS for English Language Learners 2.0 (ACCESS) assessment. OSSE reports ACCESS growth for schools with 10 or more eligible test-takers. ACCESS data for Early Childhood PCS is not available because the school had fewer than 10 eligible test-takers throughout this 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.[43] A school 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 Early Childhood PCS.

<table>
<tr><th colspan="2">Goal Attainment Pathways</th></tr>
<tr><th>Pathway</th><th>How to Meet the Pathway</th></tr>
<tr><td>A: Individually Negotiated Goals</td><td>NA[44]</td></tr>
<tr><td>B: Transitional Goals</td><td>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.[45, 46]</td></tr>
<tr><td rowspan="4">C: Growth</td><td>SY 2022 – 23</td></tr>
<tr><td>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.</td></tr>
<tr><td>SY 2023 – 24</td></tr>
<tr><td>Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for ELA/reading and math subject tests compared to the publisher's national performance rates.</td></tr>
<tr><td>D: OSSE Accountability</td><td>NA[47]</td></tr>
</table>

[43] 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.

[44] Pathway A applies to LEAs with individually negotiated goals in their charter agreement.

[45] 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.

[46] 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.

[47] Schools must be eligible for at least 50 points on OSSE's accountability system in order to receive a summative score. Consequently, schools with non-traditional grade configurations, such as early childhood programs, do not receive a summative score.

Early Childhood PCS's Goal Attainment

SY 2022 – 23 Goal Attainment

In SY 2022 – 23, Early Childhood PCS met Pathway C by exceeding publisher growth criteria in both reading and math on its nationally normed growth assessment, NWEA MAP. See the Pathway C Performance section on page 16 for details about Early Childhood PCS's performance on Pathway C.

SY 2023 – 24 Goal Attainment

In SY 2023 – 24, Early Childhood PCS met Pathway C by exceeding publisher growth criteria in both reading and math on its nationally normed growth assessment, NWEA MAP. See the Pathway C Performance section on page 16 for details about Early Childhood PCS's performance on Pathway C.

Early Childhood PCS's Academic Performance Data by Pathway

Pathway B (Transitional Goals) Performance

For schools serving grades PK3 – 3, transitional goals measures include, to the extent available: 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;[48] ISA; and re-enrollment.

The chart below shows Early Childhood PCS's performance on each applicable transitional goals measure in SY 2022 – 23 and SY 2023 – 24. (Per the *Charter Goals Policy,* DC PCSB uses SY 2021 – 22 school performance as a baseline to assess improvement in SY 2022 – 23.) The chart indicates whether the school's rate met the state or sector rate, and whether the school improved from its prior year performance.[49, 50, 51]

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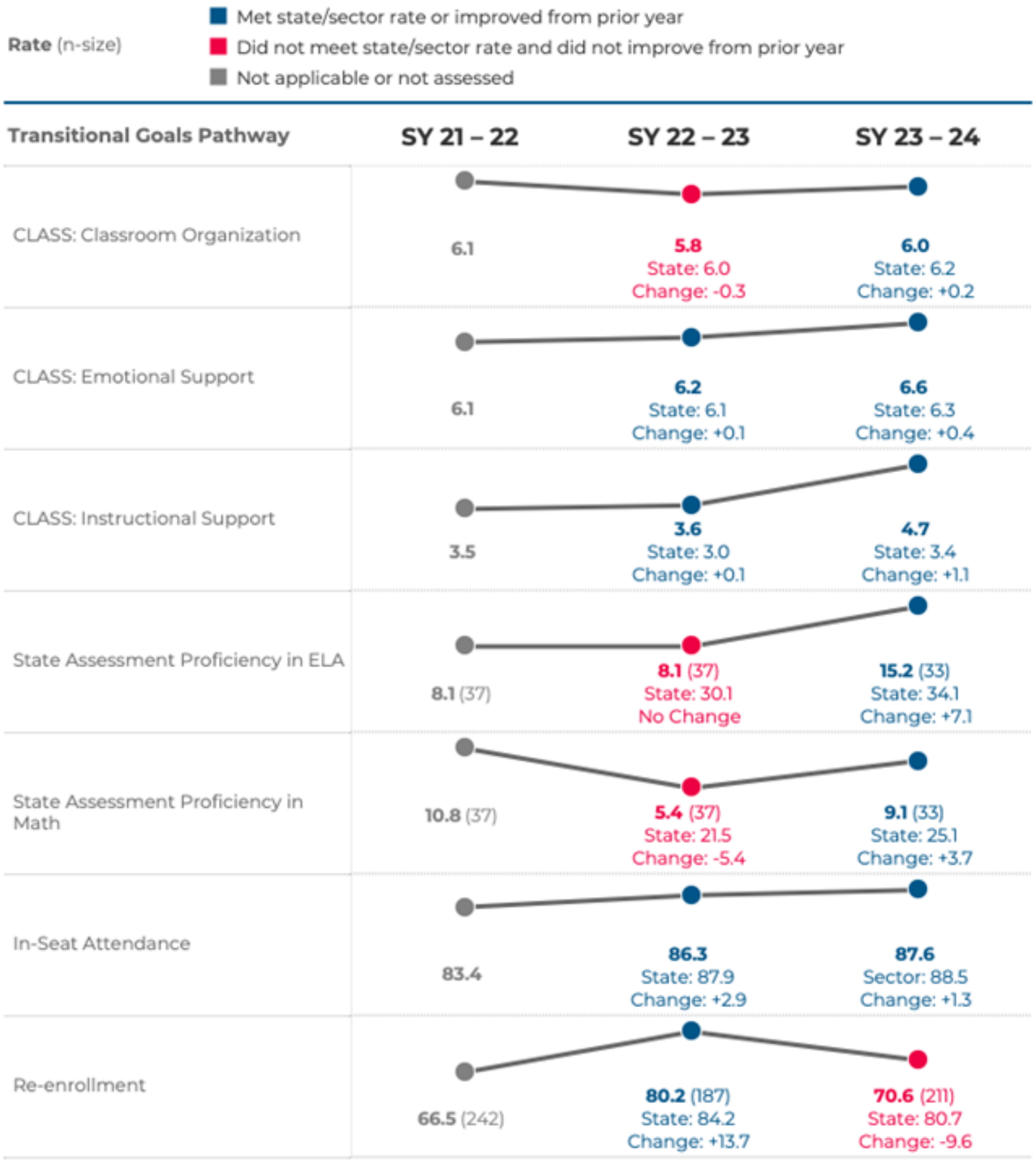
[48] A score of "4" or "5" on PARCC or DC CAPE indicates that students have met or exceeded expectations for their grade level.

[49] 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.

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

[51] 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/47rXl3s.



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, Early Childhood PCS met or exceeded state performance or demonstrated improvement in four of seven transitional goals measures. The school exceeded state performance in PK CLASS: Emotional Support and PK CLASS: Instructional Support. The school demonstrated improvement in ISA and re-enrollment. Early Childhood PCS did not meet state performance, nor did it demonstrate improvement in PK CLASS: Classroom

Organization, state assessment proficiency in ELA, and state assessment proficiency in math.

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

Pathway C (Growth) Performance

Early Childhood PCS selected the NWEA MAP as its nationally normed growth assessment. The table below shows Early Childhood PCS's performance on the NWEA MAP reading and math assessments in SY 2022 – 23 and SY 2023 – 24.

Rate (n-size)

- SY22-23: Met publisher growth criteria or improved from prior year
- SY23-24: Met publisher growth criteria
- 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**
K – 3 NWEA MAP: Reading	**57.0** (151)	**55.0** (156) CGP: 50.0	**53.0** (152) CGP: 50.0
K – 3 NWEA MAP: Math	**53.0** (153)	**50.5** (156) CGP: 50.0	**67.0** (152) CGP: 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).

In SY 2022 – 23 and SY 2023 – 24, Early Childhood PCS exceeded publisher growth criteria on the NWEA MAP in reading and math.

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*.[52, 53] From April 22 – May 10, 2024, in anticipation of this review, DC PCSB staff conducted a QSR at Early Childhood PCS.[54] 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."[55]

The following table reports Early Childhood PCS's average domain ratings.

Early Childhood PCS's Average Domain Ratings		
Observed Program	**Classroom Environment**	**Instruction**
Overall	2.91	2.79
Special Education	3.13	3.13

Overall, Early Childhood PCS scored just below proficient in the classroom environment and instruction domains. QSR observers rated 86.0% of Early Childhood PCS classrooms as "proficient" or "distinguished" in the classroom environment domain and 78.6% in the instruction domain.[56] In the classroom environment domain, observers noted interactions between teachers and students and among students were uniformly respectful. Across classrooms, teachers celebrated students' participation and efforts. In most classrooms, student behavior was appropriate, and instances of misbehavior were minor. In the instruction domain, observers noted teachers clearly communicated what students would be learning. Students also engaged with learning tasks, indicating they understood what to do. In some classrooms, teachers used open-ended questions inviting students to think

[52] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.
[53] 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.
[54] See Early Childhood PCS QSR Report, Appendix F.
[55] See pages 19 – 23 of the school's QSR report in Appendix F for a detailed description of each performance level.
[56] In SY 2022 – 23 and SY 2023 – 24, the average percentages of observed PK – 8 classrooms in the DC public charter sector rated "proficient" or "distinguished" were 77.8% in the classroom environment domain and 63.6% in the instruction domain.

and offer multiple possible answers. However, in most classrooms, teachers framed questions with a single correct answer, limiting discussion opportunities.

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

Assignment Review Findings

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments Early Childhood PCS students received. Evaluators used TNTP's *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.[57]

Assignments that satisfied TNTP's Assignment Review Protocol criteria were deemed "sufficient." Assignments that partially satisfied the criteria were deemed "minimal." Assignments that did not satisfy the criteria were deemed "no opportunity." See Early Childhood PCS's assignment review ratings in the table below.

Early Childhood PCS Assignment Review Ratings		
Overall Rating	**ELA Assignments**	**Math Assignments**
Sufficient	5	4
Minimal	0	1
No Opportunity	0	0

[57] See the protocol here: https://bit.ly/3PfYLKH.

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."[58] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2019 – 20, Early Childhood PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.[59]

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.[60]

Early Childhood PCS Procurement Contract Compliance		
Fiscal Year (FY)	**Reported Procurement Packages**	**Early Warning Notices**
2020	7	2
2021	8	0
2022	11	1
2023	7	0
2024	9	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

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[58] D.C. Code § 38-1802.12(a)(3).
[59] See Early Childhood PCS's Compliance Review Reports, Appendices G1 – G5.
[60] See the *Procurement Contract Submission and Conflict of Interest Policy* here: https://bit.ly/4bNG2jK.

compliance to ensure Early Childhood 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 are equitable for EML students.[61] Early Childhood PCS did not require any DC PCSB enforcement actions or interventions pursuant to this policy during the review period.

Special Education Compliance and Performance[62]

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)[63] and Section 504 of the Rehabilitation Act of 1973.[64] As the SEA, OSSE monitors charter schools' special education program performance through an annual review of compliance and student progress measures. In collaboration with OSSE, DC PCSB also monitors indicators of special education compliance and performance through its *Special Education Audit and Monitoring Policy* and other oversight practices.[65]

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).[66, 67] In SEPR, OSSE assesses performance using an expanded number of measures in two categories: LEA compliance and student progress.[68] The table below shows how IDEA annual determinations align with OSSE's SEPR levels.[69]

[61] See the *Emerging Multilingual Learner Audit and Monitoring Policy* here: https://bit.ly/4c2XP86.
[62] See OSSE's Glossary of Special Education Compliance Terms, Appendix H1.
[63] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[64] 29 U.S.C. § 794.
[65] 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.
[66] 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.
[67] See the SEPRs for Early Childhood PCS for FFY 2021 and FFY 2022, Appendices I1 – I2.
[68] In the SEPR, LEA Compliance comprises 35 points of the total score earned, and Student Progress comprises 65 points of the total score earned.
[69] See Appendix H2 for more detail about LEA performance and OSSE's enforcement actions for each IDEA annual determination and SEPR score level.

Percentage of Points from Applicable Measures[70]	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

Early Childhood PCS's IDEA Annual Determinations and SEPR Levels

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

FFY	Percentage of Points from Applicable Measures	IDEA Annual Determination
2019	100%	Meets Requirements
2020	97.4%	Meets Requirements
2021	69.8%	Needs Assistance
2022	82.1%	Meets Requirements

SEPR reports on 1) an LEA's capacity to serve students with disabilities and 2) key student progress measures. The table below shows Early Childhood PCS's SEPR for FFYs 2021 and 2022. Appendices I1 and I2 provide specific information about the school's performance on each measure. The table below shows a summary of Early Childhood PCS's SEPR results.[71]

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
2021	LEA Compliance	29.2 of 35	83.4%	Strengthening

[70] 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.)

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

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
	Student Progress	40.6 of 65	62.5%	
2022	LEA Compliance	31.5 of 35	90.0%	Leading
	Student Progress	50.6 of 65	77.8%	

Early Childhood PCS received “Meets Requirements/Leading” designations in three of four FFYs, demonstrating satisfactory compliance with special education requirements.

OSSE Enforcement Actions

While Early Childhood PCS received a “Needs Assistance” 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.

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.

Early Childhood 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.

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

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY[72]

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.[73]

Scope of Financial Review

DC PCSB holistically assessed Early Childhood 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.[74]

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 Early Childhood PCS from FY 2020 through FY 2023 and supporting information.[75]

Summary of Findings[76]

Early Childhood 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 from FY 2020 through FY 2024 were above target, except for the below-target but above-floor -1% FY 2020 cash flow from operation margin, which was due to construction costs timing and

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[72] Each percentage in Section Three of this report has been rounded to the nearest whole percentage.
[73] See D.C. Code § 38-1802.13(b).
[74] The Auditor Review Committee comprises representatives of DC PCSB, the Office of the Chief Financial Officer (OCFO), and OSSE.
[75] See Early Childhood PCS's FAR Reports, Appendices J1 – J4.
[76] See Financial Definitions and Examples, Appendix K, for more information on financial terms and indicators used herein.

not indicative of a concern. Throughout the review period, the school reflected strong financial performance, robust liquidity, and healthy sustainability.

- The school maintained above 377 days of cash on hand at the end of each FY in the review period, significantly above the average 154-day sector median. This is due to the school's plan to save sufficient cash reserves to be able to comfortably refinance the $9.7M portion of its loans due in September 2025. A favorable loan refinancing could reduce the school's occupancy expenses—which averaged 225% of the school's facilities allowance throughout the review period (significantly above the 122% average sector median)—and increase funds for its programmatic needs.

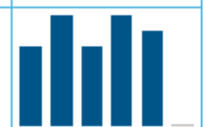
GAAP Adherence, Fiscal Mismanagement, and Economic Viability Analysis

Enrollment, Operations, and Facilities

The table and chart below detail some of Early Childhood PCS's most significant performance and sustainability indicators and operating revenues and expenses per student from FY 2020 to FY 2024.[77]

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

[77] FY 2020 through FY 2023 numbers originate from audited financial statements. FY 2024 numbers originate from unaudited interim financial statements.

Early Childhood Academy 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	285	287	231	250	247	399		
Change in Net Assets Margir	13%	13%	2%	15%	1%	4%	>= 0%	
Primary Reserve Ratio*	1.1	1.3	1.1	1.3	1.2	0.6	>= 0.2	
Debt Ratio**	0.8	0.8	0.8	0.7	0.7	0.6	<= 0.5	
Occupancy Expenses as a % of Facilities Allowance**	198%	193%	259%	238%	236%	123%		

Audited Enrollment
Enrollment dipped by 56 students (20%) from 287 students in FY 2021 to 231 students in FY 2022, mainly due to the impacts of the COVID-19 pandemic on early childhood enrollment. Enrollment partially rebounded to 250 students in FY 2023 with a 19 student (8%) increase, stabilizing at 247 students in FY 2024, and further rebounding to 281 students in FY 2025 at only 4 students (1%) below its FY 2020 pre-COVID-19 pandemic enrollment levels.

Change in Net Assets Margin, Primary Reserve Ratio, and Debt Ratio
The school demonstrated healthy financial performance from FY 2020 through FY 2024, with above-target changes in net assets margin in each fiscal year and above-sector medians in FY 2020, FY 2021, and FY 2023.

In FY 2022, the change in net assets margin decreased by 11 percentage points due to a $0.9M (88%) decrease in change in net assets from $1.0M to $0.1M. While operating revenues increased by $0.4M (5%) despite the 20% enrollment decrease, mainly due to COVID-19 pandemic funding relief, operating expenses increased by $1.3M (19%) to serve students returning to in-person learning.

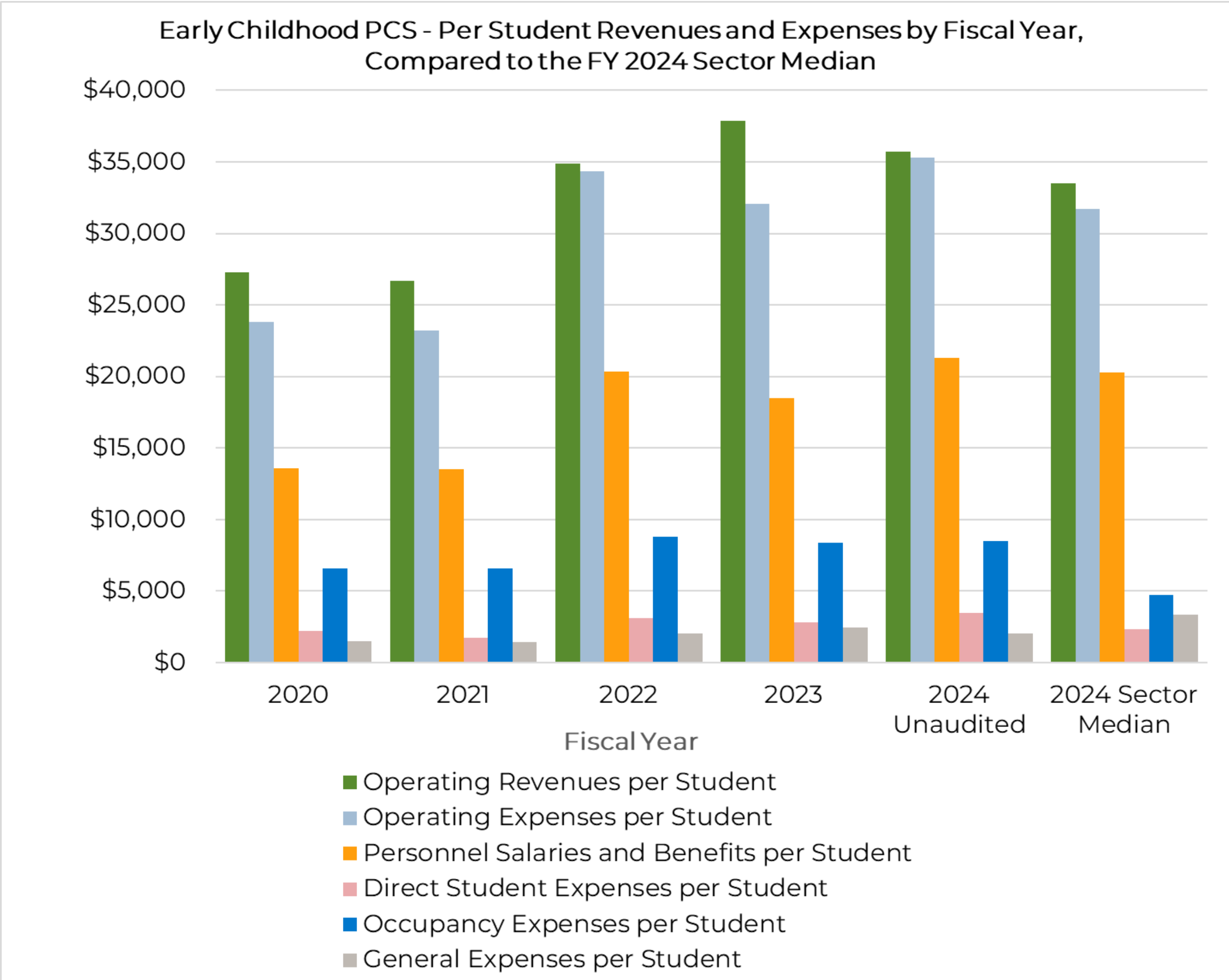
In FY 2023, the school bounced back to a $1.5M change in net assets and 15% change in net assets margin. This was mainly due to a $0.9M (60%) increase in federal entitlements and other federal funding, as the school recognized additional COVID-19 pandemic federal funding. The school increased its enrollment by 8% and its DC funding allocation by $0.5M (10%). During FY 2023, the school maintained stability in its operating expenses, reflecting only a $0.1M (1%) increase.

In FY 2024, the school's change in net assets decreased again by $1.3M (93%) and change in net assets margin decreased to 1%. Operating revenues decreased by $0.7M (7%). This was mostly driven by the $1.5M (60%) decrease in federal entitlements and other federal funds due to the wind-down of COVID-19 pandemic relief. This decrease was partially offset by the $0.7M (11%) increase in DC funding allocation, driven by a $0.4M (28%) increase in categorical enhancements, as the school's ratio of special education students to total enrollment grew from 14% to 19%. This was coupled with the 5.1% Uniform Per Student Funding Formula foundation weight increase. Additionally, operating expenses increased by $0.7M (9%), as the school increased its personnel salaries and benefits by $0.6M (14%). This was partially funded through the $0.3M charter teacher pay program funding received in FY 2024.

The school's debt ratio, while consistently above the 0.5 target in each FY of the review period, is not a cause for concern, as the school has demonstrated its ability to pay liabilities and service debt due to its robust liquidity metrics discussed below. The debt ratio is expected to decrease as the school expects a portion of its New Market Tax Credit debt due in September 2025 to be forgiven.

Occupancy Expenses
The school owns its facility located at 885 Barnaby Street SE. Since the completion of the facility in the summer of 2019, the school's occupancy costs have averaged 225% of the DC facility funding it receives, above the 122% sector median for the same period. Occupancy expenses are expected to decrease in FY 2026 if the school refinances its debt at a more favorable interest rate and pays down a portion of the loan to reduce its principal.

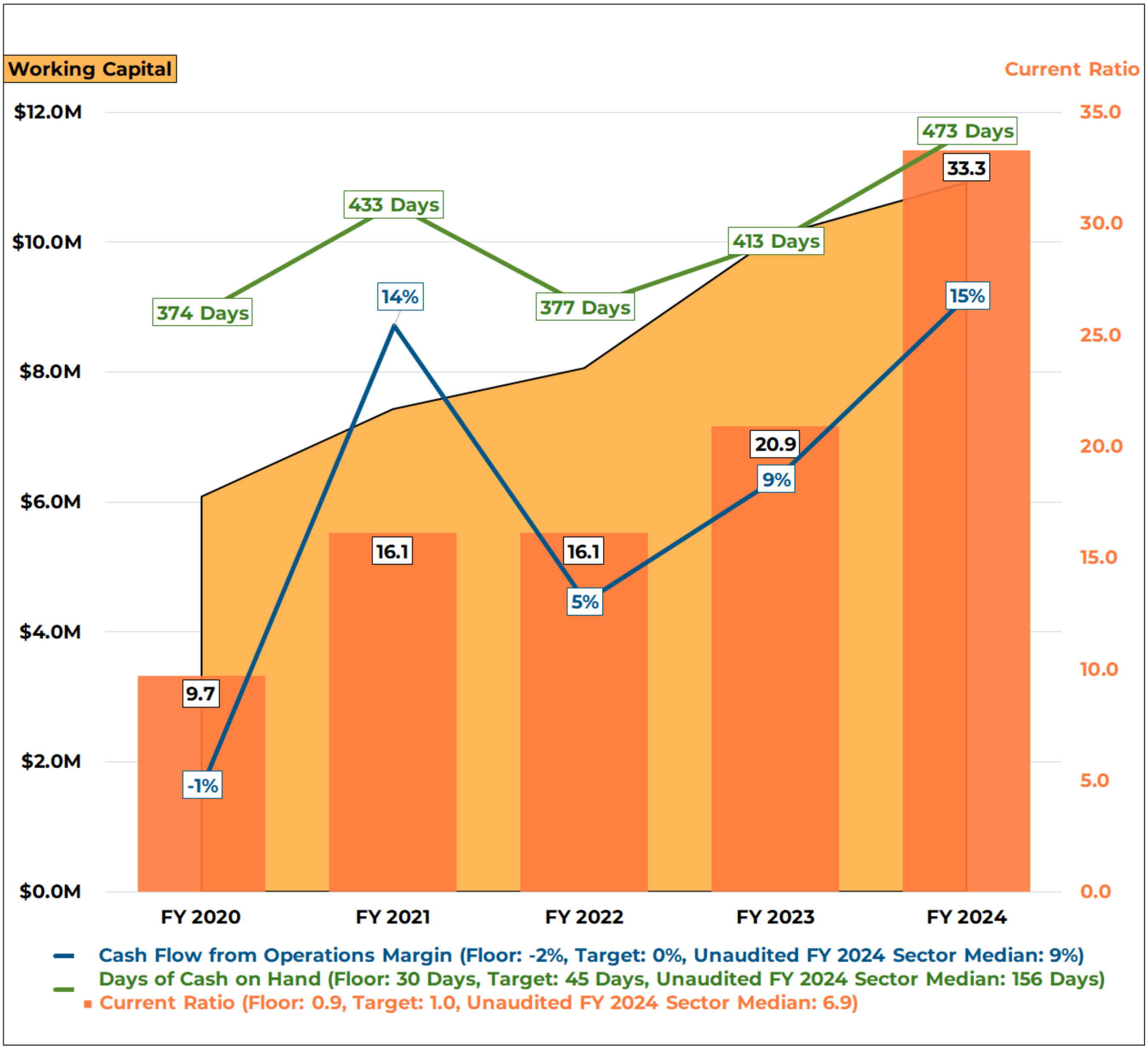
Per Student Revenue and Expenses



The school's occupancy expenses per student each FY of the review period have ranged between 61% and 96%, which are above their respective FY sector medians. This is mainly due to the high interest expense on the school's debt, which the school expects to decrease by refinancing ahead of the debt maturity in September 2025. In each FY of the review period, the school was able to incur general expenses per student ranging from -15% and -44% compared to respective FY sector medians. This enabled the school to allocate more expenses per student to personnel salaries and benefits and direct student expenses. Personnel salaries and benefits per student were above the FY sector median in FY 2022 through FY 2024. Direct student expenses per student increased from -3% below sector median in FY 2023 to 46% above sector median in FY 2024, mainly due to cumulative $0.1M (21%) increase in contracted instructional services, student supplies and materials, and food.

Liquidity

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



The FY 2020 cash flow from operations margin of -1%, below the 0% target, is mainly due to the net $1.8M decrease in accounts payable from FY 2019 to FY 2020, $1.2M of which was related to construction costs. As construction costs wound down in FY 2021, cash flow from operations increased by $1.1M (2,431%) from FY 2020 to FY 2021, and cash flow from operations margin increased to 14%, above the 12% FY 2021 sector median. The school's FY

2022 cash flow from operations margin declined to 5% in FY 2022 due to the increased costs with the return to in-person learning; however, in FY 2024, it reached its 15% peak of the review period, mainly due to the receipt of $1.2M of its $1.4M Employee Retention Tax Credit receivable that was outstanding at fiscal year-end 2023.

The school maintained above-sector median days of cash on hand at the end of each FY throughout the review period, as the school has been saving to refinance the $9.7M New Market Tax Credit loans maturing in September 2025.

Audit Reports

The school's annual independent auditor 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.