



Shantelle Wright
Board Chair

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

July 22, 2025

Via Electronic Mail

Calvin Snowden
Board Chair

Brian Rahaman
Chief Executive Officer

IDEA Public Charter School
1027 45th Street NE
Washington, DC 20019

Re: 25-Year Charter Review of IDEA Public Charter School

Dear Dr. Snowden and Dr. Rahaman:

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 IDEA Public Charter School.

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

At the public board meeting on March 17, 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
Board Chair

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Executive Director

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: IDEA Public Charter School

DATE: March 17, 2025

Recommendation

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

IDEA 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 IDEA 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. 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. IDEA PCS was assessed on the following thirteen transitional goals, each of which was also a measure on the PMF: 9th Grade on Track to Graduate, Four-Year Adjusted Cohort Graduation Rate (ACGR), Five-Year ACGR, AP/IB/DE/CTE, College Acceptance, State Assessment Proficiency in ELA, State Assessment Proficiency in Math, PSAT, SAT/ACT, SAT/ACT Evidence-based Reading and Writing, SAT/ACT Math, In-Seat Attendance, and Re-enrollment.

IDEA PCS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24.⁷ In SY 2022 – 23, IDEA PCS did not meet a goal attainment pathway, which means that the school failed to meet applicable performance targets or demonstrate sufficient improvement or progress toward meeting any of the applicable pathways. In SY 2023 – 24, IDEA PCS substantially met the transitional goals pathway, primarily through improvement on the prior year's performance. Specifically, IDEA PCS 1) met or exceeded sector performance in two of 13 measures and 2) improved performance in eight of 13 measures.

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

DC PCSB staff also evaluated the school's compliance with applicable federal and local laws and with its charter. DC PCSB staff determined the school has not committed a material violation of law or of its charter. However, DC PCSB staff identified significant concerns related to IDEA PCS's compliance with special education laws.¹⁰ Pursuant to the Individuals with Disabilities Education Act (IDEA), schools are required to reevaluate each student with a disability at least once every three years. Reevaluation determines whether the student continues to qualify for special education services and whether service adjustments are needed. In federal fiscal years (FFYs) 2021 and 2022, IDEA PCS exhibited significant noncompliance in reevaluation timeliness.¹¹ In FFY 2022, IDEA PCS was legally required to reevaluate 17 students with disabilities to assess their continued eligibility for special education services. Of those, the school failed to conduct 10 reevaluations (58.8%). It completed only five reevaluations on time (29.4%) and conducted two after the deadline.

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.

⁷ See Section One of the attached report for more detail about IDEA 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 Section One of the attached report for further details about the school's QSR performance.

¹⁰ For details, see the Special Education Compliance section on page 25 of the attached report.

¹¹ FFY 2022 is the most recent year for which special education compliance information is available.

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.¹²

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

1. IDEA PCS and DC PCSB must execute a charter agreement amendment by April 14, 2025 that commits the school to the following:
 - a. IDEA PCS must fully or substantially meet a *Charter Goals Policy* pathway in SY 2024 – 25. If IDEA PCS neither fully nor substantially meets a *Charter Goals Policy* pathway in SY 2024 – 25, then the school agrees to relinquish its charter, effective at the end of SY 2025 – 26.
 - b. Provided IDEA PCS meets the above expectations for SY 2024 – 25 academic performance, then IDEA PCS must fully meet a *Charter Goals Policy* pathway in SY 2025 – 26. If IDEA PCS does not fully meet a *Charter Goals Policy* pathway in SY 2025 – 26, then the school agrees to relinquish its charter, effective at the end of SY 2026 – 27.
 - c. Provided IDEA PCS meets the above expectations for SY 2025 – 26 academic performance, then IDEA PCS must earn a Level 3 or higher on the ASPIRE High School Framework in SY 2026 – 27. If IDEA PCS does not earn a Level 3 or higher in SY 2026 – 27, then the school agrees to relinquish its charter, effective at the end of SY 2027 – 28.
2. IDEA PCS must inform its families of conditions 1a – 1c above (using a template provided by DC PCSB) by April 15, 2025, ensuring families' awareness of the potential for school closure should the conditions not be satisfied.
3. IDEA PCS must implement its OSSE-required and DC PCSB-approved School Improvement Plan beginning in SY 2025 – 26. The school must report on its progress fulfilling the plan in its annual reports throughout the designation period, displaying academic outcomes and explaining specific strategies the school is using to improve student outcomes. The school must also provide DC PCSB with mid-year School Improvement Plan progress updates at DC PCSB staff's request. If IDEA PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.
4. Career and Technical Education (CTE) Program:
 - a. IDEA PCS must submit a draft CTE Strategic Plan covering SY 2025 – 26 through SY 2029 – 30 to DC PCSB no later than May 12, 2025. The plan must, at a minimum:

¹² The report will be finalized following the Board's final vote on the school's continuance.

- i. Report on the school's progress fulfilling each of the priorities and initiatives articulated in its CTE Strategic Plan for SY 2019 – 20 through 2023 – 24.
 - ii. Address the school's five-year plan for each previously identified priority and initiative, and any newly identified areas of focus.
 - iii. Establish specific, targeted year-over-year student certification outcomes, and plans for monitoring those outcomes.
- b. IDEA PCS must submit a final CTE Strategic Plan covering SY 2025 – 26 through SY 2029 – 30 that addresses, to DC PCSB's satisfaction, all feedback provided by DC PCSB no later than June 30, 2025.
- c. IDEA PCS must report on its progress fulfilling the CTE Strategic Plan in its annual reports through SY 2029 – 30, displaying CTE participation and certification outcomes and explaining specific strategies the school is using to improve student outcomes. The school must also provide DC PCSB with mid-year progress updates at DC PCSB staff's request. If IDEA PCS does not demonstrate progress fulfilling its CTE Strategic Plan, DC PCSB may conduct an out-of-cycle charter review.
- 5. IDEA PCS must improve compliance with laws relating to the education of students with disabilities, as demonstrated by fulfilling its OSSE-required Compliance and Continuous Improvement and Monitoring Tool. Under the tool, IDEA PCS must correct instances of student-level noncompliance and demonstrate that it is correctly implementing specific regulatory requirements within a timeline set by OSSE. Failure to comply with these requirements will result in DC PCSB issuing a Notice of Concern and/or conducting an out-of-cycle review.
- 6. IDEA PCS's board of trustees must:
 - a. Implement a Governance Improvement Plan.
 - i. IDEA PCS must submit a draft plan to improve board governance and oversight to DC PCSB no later than July 7, 2025. The plan must, at a minimum:
 - 1. Include a comprehensive needs assessment in areas including but not limited to board member composition and expertise, clarity of board member roles and responsibilities, committee structure and composition, board training and support, and governing documents (e.g., bylaws).
 - 2. Propose specific strategies and training for improvement that address all identified areas of need.
 - 3. Include a plan for ongoing monitoring of improvement for each strategy and identified area of need.

- ii. IDEA PCS must submit a final Governance Improvement Plan that addresses, to DC PCSB's satisfaction, all feedback provided by DC PCSB no later than August 11, 2025.
- iii. IDEA PCS must report on its progress fulfilling the plan in its annual reports through SY 2029 – 30. The school's board of trustees must also provide DC PCSB with mid-year progress updates at DC PCSB staff's request. If IDEA PCS does not demonstrate progress fulfilling its Governance Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.
- b. Review progress toward fulfilling its conditions of continuance at each public board meeting after March 17, 2025. Accompanying meeting minutes must detail the data shared, a summary of the discussion, and actionable follow-up steps.

If the school does not sign the required charter agreement amendment by April 14, 2025, DC PCSB staff recommends that the Board vote to initiate revocation proceedings of IDEA PCS.

Rationale

For both SY 2022 – 23 and SY 2023 – 24, IDEA PCS had three available *Charter Goals Policy* goal attainment pathways. The school did not fully meet a pathway in either year. Moreover, in SY 2022 – 23, the school failed to meet the targets or demonstrate progress in at least half of the measures in any applicable pathway. The school's overall performance on fundamental indicators of college and career readiness—including graduation rates, English language arts (ELA) achievement and growth, and math achievement—was concerningly low during the review period.

IDEA PCS's graduation rates during the review period were among the lowest in the District. IDEA PCS's five-year adjusted cohort graduation rate (ACGR) has declined steadily from SY 2021 – 22 through SY 2023 – 24.¹³ In SY 2023 – 24, its five-year ACGR was only 63.6%, representing the second-lowest five-year ACGR of any non-alternative high school in the District.¹⁴ Moreover, IDEA PCS's four-year ACGR lagged

¹³ To calculate the ACGR, DC PCSB and OSSE identify the "cohort" of first-time 9th graders in a particular school year, and adjust this number by adding any students who transfer into the cohort after 9th grade and subtracting any students who transfer out. The adjusted cohort is the group of students who remain in the cohort after these adjustments are made. Any students who remain enrolled in the cohort and any students who drop out of high school are included in graduation rate calculations. The five-year ACGR reflects the percentage of students in this adjusted cohort who graduate from the school within five years, and the four-year rate the percentage who graduate within four years.

¹⁴ For a school to be designated as an alternative school by DC PCSB, at least 60% of its students must qualify for at least one risk factor. Risk factors include if a student: 1) is receiving level 3 or level 4 special education services, 2) is pregnant or mothering, 3) is at least two years over-aged or under-credited for their grade level, 4) is homeless, 5) has been involved in the criminal or juvenile justice system, 6) has been expelled, 7) has been involved in the child abuse and neglect system, 8) has a parent who is

the state rate by more than 20 percentage points in SY 2022 – 23 and SY 2023 – 24. In SY 2023 – 24, its four-year ACGR of 55.9% was the lowest of any non-alternative high school in the District.¹⁵

Despite having improved during the review period, IDEA PCS's ELA proficiency rates remained well below state rates in SY 2022 – 23 and SY 2023 – 24. In SY 2023 – 24, the school's ELA proficiency rate was over 17 percentage points below the state rate. Further, in SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median Conditional Growth Percentile (CGP) of 50 on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), indicating that students at IDEA PCS were growing more slowly than their nationwide peers in ELA performance. Additionally, in SY 2023 – 24, the school did not meet the state ELA growth-to-proficiency rate on the state assessment, indicating that students at IDEA PCS were growing more slowly than their statewide peers in ELA performance.

In SY 2022 – 23 and SY 2023 – 24, IDEA PCS's math proficiency rates were less than 5.0%, compared to state rates of 10.7% and 11.2%, respectively.¹⁶ In addition, in SY 2022 – 23 and SY 2023 – 24, fewer than 5.0% of IDEA PCS students met the college and career readiness benchmark on the math section of the SAT/ACT, compared to sector rates of 15.1% and 5.7%, respectively. These outcomes indicate that the percentages of IDEA PCS students meeting or exceeding grade level expectations in math—or performing at a level considered college and career ready—were significantly lower than the percentage of students statewide. DC PCSB staff also examined math growth. In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median CGP of 50 on the NWEA MAP in math, indicating that students at IDEA PCS are growing slower than their nationwide peers.

However, IDEA PCS demonstrated strong performance in some areas over the review period, and significant improvement in others. The school met the state rate in AB/IB/DE/CTE¹⁷ in SY 2022 – 23 and SY 2023 – 24. The school steadily improved its Preliminary Scholastic Aptitude Test (PSAT) performance from SY 2021 – 22 through

detained in a correctional facility or who is currently incarcerated, or 9) has been hospitalized due to a psychiatric condition. DC PCSB assesses alternative schools using a different framework, known as the Alternative Accountability Framework. IDEA PCS does not qualify for DC PCSB's alternative accountability designation.

¹⁵ Under the Every Students Succeeds Act (ESSA), OSSE is required to designate DC's lowest performing schools for improvement and additional support. The Comprehensive School Improvement – Graduation rate (CSI-Grad) designation applies to high schools that demonstrate four- and five-year ACGRs lower than 67.0%. In 2024, IDEA PCS was one of only two non-alternative high schools in the District to receive the CSI-Grad designation.

¹⁶ DC PCSB suppresses performance rates that are less than 5.0%.

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

SY 2023 – 24, exceeding the sector rate in SY 2023 – 24. In addition, in SY 2023 – 24, IDEA PCS exceeded the state growth-to-proficiency rate in math on the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) by 2.7 percentage points. This indicates that the average growth toward OSSE-defined targets for the students at IDEA PCS is higher than the average growth of all DC high school students that took the DC CAPE math assessments.¹⁸ IDEA PCS also demonstrated significant improvement in its 9th grade on track rate.¹⁹ From SY 2022 – 23 to SY 2023 – 24, IDEA PCS increased its 9th grade on track rate by nearly 15 percentage points—from 47.5% to 62.4%.

The school's recent change in leadership and the academic improvements under its new leadership weigh in favor of continuance. IDEA PCS hired a new executive director and principal in advance of SY 2023 – 24. In that same year, the school improved its goal attainment from Not Met—indicating that the school failed to meet pathway criteria for a minimum of 50.0% of the measures on a pathway—to Substantially Met, indicating that the school met pathway criteria for 75.0% to 99.9% of measures on a pathway. In SY 2023 – 24, IDEA PCS demonstrated improvement on multiple measures of college and career readiness, including 9th grade on track, four-year ACGR, ELA proficiency, math proficiency, PSAT, and SAT/ACT. Academic growth data indicate that IDEA PCS students were growing more quickly than their statewide peers in math performance in SY 2023 – 24. Moreover, IDEA PCS's QSR results provide a favorable view of the school's instructional practices. On its QSR, IDEA PCS scored just below proficient in the instruction domain, with 78.4% of classrooms rated as “proficient” or “distinguished” in instruction. This exceeds the two-year average percentage of high school classrooms in the DC public charter sector by nearly 20 percentage points.

The proposed academic conditions require IDEA PCS to make prompt and significant improvements to its core academic programming. The *Charter Goals Policy* pathways the school must meet measure fundamental indicators of college and career readiness—including graduation rates, ELA achievement and growth, and math achievement—as well as on measures of school environment, including re-enrollment. For SY 2024 – 25, IDEA PCS must substantially or fully meet its goals by 1) demonstrating satisfactory or strong student outcomes or 2) improving from its SY 2023 – 24 performance.²⁰ For SY 2025 – 26, the school must demonstrate

¹⁸ See 2024 DC School Report Card Technical for details about OSSE-defined targets for growth-to-proficiency measures: <https://bit.ly/3DvpLoS>.

¹⁹ 9th grade on track measures the percentage of 9th graders earning enough credits to be on track to meet DC graduation requirements and any additional school-specific graduation requirements (if applicable) in four years.

²⁰ For a description of *Charter Goals Policy* pathways for SY 2024 – 25, please see page 15 of the *Charter Goals Policy* here: <https://bit.ly/4cpui81>. Pathway D (ASPIRE Improvement) allows Hope Community PCS to meet its goals by demonstrating improvement from its SY 2023 – 24 ASPIRE score.

satisfactory or strong student outcomes or—at DC PCSB’s discretion—improve from SY 2024 – 25.²¹ For SY 2026 – 27, the school must demonstrate satisfactory or strong student outcomes. These conditions reflect attainable yet increasing standards of rigor and align with DC PCSB’s expectations of all charter schools as it transitions to the use of its ASPIRE System for school accountability.²² Importantly, the conditions require IDEA PCS to relinquish its charter if it continues to demonstrate concerning low performance in SY 2024 – 25, SY 2025 – 26, or SY 2026 – 27.

The remaining proposed conditions are designed to ensure that the school is creating robust plans for improvement and monitoring its progress. These conditions allow DC PCSB to increase its oversight and monitoring of the school’s progress in key areas of deficiency. If the school does not demonstrate progress fulfilling each of these conditions, DC PCSB may conduct an out-of-cycle charter review, meaning it will take prompt action to address lingering concerns before the school’s next scheduled five-year review.

Charter Review Standard

The SRA stipulates that DC PCSB “shall review [a school’s] charter at least once every [five] years.”²³ 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.²⁴

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.²⁵

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

²¹ For a description of *Charter Goals Policy* pathways for SY 2025 – 26, please see pages 15 – 16 of the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

²² The Annual School Performance Index Report & Evaluation (ASPIRE) system is DC PCSB’s new accountability system. Per its *Charter Goals Policy*, DC PCSB will use ASPIRE in school accountability decisions beginning with academic data from SY 2024 – 25.

²³ D.C. Code § 38-1802.12(a)(3).

²⁴ D.C. Code § 38-1802.13(a).

²⁵ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.²⁶

Background

IDEA PCS began serving students in grades 9 – 12 in 1998 under authorization from the DC Board of Education (DC BOE) under the name Integrated Design and Electronics Academy (IDEA) Public Charter School. The school currently educates 350 students in grades 9 – 12. The school operates one campus located in Ward 7.²⁷ IDEA PCS's mission is:

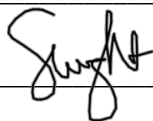
The mission of IDEA Public Charter School is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

Notification

On January 28, 2025, DC PCSB staff notified the following Advisory Neighborhood Commissioners of the school's 25-year charter review: Brian Glover (7C01), Patricia Williams (7C02), Carlos Richardson (7C03), Anthony Lorenzo Green (7C04), Mary Gaffney (7C05), Patricia Stamper (7C06), Antawan Holmes (7C07), Brandon Scott (7C08), and Carrie Brown (7C09). DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.²⁸

Attachment to this Proposal

Attachment A: IDEA PCS 25-Year Preliminary Charter Review Report

Date: <u>March 17, 2025</u> DC PCSB Action: <u> X </u>Approved <u> </u>Approved with Changes <u> </u>Rejected Changes to the Original Proposal: _____ _____ _____ _____ Board Chair Signature: <u></u>

²⁶ D.C. Code § 38-1802.13(b).

²⁷ This enrollment figure is based on preliminary, unvalidated data as of January 17, 2025.

²⁸ See the notice here: <https://bit.ly/4lwj9iX>.



2024 – 25 25-Year Charter Review Report IDEA Public Charter School

March 17, 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/4birTg2>

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

IDEA 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	IDEA PCS did not meet its charter goals in SY 2022 – 23 and substantially met its charter goals in SY 2023 – 24.
Compliance	IDEA PCS did not materially violate the law or its charter.
Finance	IDEA PCS did not display a pattern of fiscal mismanagement and is economically viable.
Board Vote	The Board voted 5 – 1 to conditionally continue IDEA 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 IDEA 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)

IDEA 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 IDEA 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 IDEA PCS’s Charter Agreement and Amendments, Appendices A1 – A4. All appendices are located here: <https://bit.ly/4birTg2>.

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 IDEA 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 school need only satisfy one pathway in each school year to meet its goals.

IDEA PCS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24.¹⁰ In SY 2022 – 23, IDEA PCS did not meet a goal attainment pathway, failing to meet the targets or demonstrate progress in at least half of the measures in any applicable pathway. In SY 2023 – 24, IDEA PCS substantially met the transitional goals pathway by 1) meeting or exceeding sector performance in two of 13 measures and 2) improving performance in eight of 13 measures. Therefore, the school met or exceeded state/sector performance or improved in 10 of 13 transitional goals measures.

IDEA PCS demonstrated strong performance in AP/IB/DE/CTE and Preliminary Scholastic Aptitude Test (PSAT).¹¹ The school met the state rate in AB/IB/DE/CTE in SY 2022 – 23 and SY 2023 – 24. The school steadily improved its PSAT performance from SY 2021 – 22 through SY 2023 – 24, exceeding the sector rate in SY 2023 – 24. In addition, in SY 2023 – 24, IDEA PCS exceeded the state growth-to-proficiency rate in math on the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) by 2.7 percentage points. This indicates that the average growth toward OSSE-defined targets for IDEA PCS students is higher than the average growth of all DC high school students that took the DC CAPE math assessments.¹²

IDEA PCS demonstrated significant improvement in its 9th grade on track rate.¹³ From SY 2022 – 23 to SY 2023 – 24, IDEA PCS increased its 9th grade on track rate by nearly 15

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 IDEA PCS's goal attainment.

¹¹ 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.

¹² See 2024 DC School Report Card Technical for details about OSSE-defined targets for growth-to-proficiency measures: <https://bit.ly/3DvpLoS>.

¹³ 9th grade on track measures the percentage of 9th graders earning enough credits to be on track to meet DC graduation requirements and any additional school-specific graduation requirements (if applicable) in four years.

percentage points—from 47.5% to 62.4%. Despite this improvement, the school's SY 2023 – 24 rate lagged the sector rate by more than 20 percentage points.

IDEA PCS demonstrated significant academic concerns regarding fundamental indicators of college and career readiness, including graduation rates, English language arts (ELA) achievement and growth, and math achievement.¹⁴

- *Graduation rates:* IDEA PCS's five-year adjusted cohort graduation rate (ACGR) has declined steadily from SY 2021 – 22 through SY 2023 – 24. In SY 2023 – 24, its five-year ACGR was 63.6%, significantly below the state rate of 78.5%. Moreover, IDEA PCS's four-year ACGR lagged the state rate by more than 20 percentage points in SY 2022 – 23 and SY 2023 – 24.¹⁵
- *ELA achievement:* Despite having improved throughout the review period, IDEA PCS's ELA proficiency rates were well below state rates in SY 2022 – 23 and SY 2023 – 24. Although the school demonstrated a slight improvement in the rate of students meeting the college and career readiness benchmark on the evidence-based reading and writing (ERW) section of the SAT/ACT in SY 2023 – 24, the school lagged the sector rate by 9.3 to 13.5 percentage points during the review period.
- *ELA growth:* In SY 2023 – 24, IDEA PCS lagged the state ELA growth-to-proficiency rate on the DC CAPE, indicating that IDEA PCS students were growing more slowly than their citywide peers in ELA performance.
- *Math achievement:* In SY 2022 – 23 and SY 2023 – 24, IDEA PCS's math proficiency rates were less than 5.0%, compared to state rates of 10.7% and 11.2%, respectively. Additionally, in SY 2022 – 23 and SY 2023 – 24, fewer than 5.0% of IDEA PCS students met the college and career readiness benchmark on the math section of the SAT/ACT, compared to sector rates of 15.1% and 5.7%, respectively.

In addition to the growth-to-proficiency rate on the DC CAPE, DC PCSB examined IDEA PCS's growth rates on its school-selected, nationally normed growth assessment, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median Conditional Growth Percentile (CGP) of 50 on the NWEA MAP in both ELA and math. This indicates that students at IDEA PCS were growing more slowly than their nationwide academically similar peers in both ELA and math performance. However, the school's median CGPs were negatively impacted by low assessment participation rates. Per the *Charter Goals Policy*, students who are missing fall, spring, or both NWEA MAP assessment outcomes are assigned an imputed CGP of zero, which lowers a school's overall CGP in cases of low

¹⁴ See pages 72 – 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>.

¹⁵ In 2024, IDEA PCS was designated by OSSE under the Every Student Succeeds Act for Comprehensive Support and Improvement – Graduation (CSI-Grad). This designation applies to schools with four- and five-year ACGRs below 67.0%. IDEA PCS was one of only two non-alternative high schools in the District to receive the CSI-Grad designation.

assessment participation.¹⁶ IDEA PCS's participation rates for the NWEA MAP assessments were as follows in SY 2022 – 23 and SY 2023 – 24, respectively—ELA: 40.9%, 50.3%; Math: 71.3%, 61.4%.

Another area of concern for IDEA PCS is re-enrollment. In SY 2022 – 23 and SY 2023 – 24, the school's re-enrollment rates were significantly lower than state/sector rates. In SY 2023 – 24 specifically, just over two-thirds (68.3%) of IDEA PCS students re-enrolled in the school. This lags the state re-enrollment rate by 16.3 percentage points.

Separate and apart from the school's goal attainment, during the Qualitative Site Review (QSR), observations of IDEA PCS's on-site programming rated just above proficient in the classroom environment domain and just below proficient in the instruction domain.^{17, 18}

Compliance

DC PCSB determined the school has not committed a material violation of law or of its charter. However, DC PCSB identified concerns related to IDEA PCS's compliance with special education laws.¹⁹ Pursuant to the Individuals with Disabilities Education Act (IDEA), schools are required to reevaluate each student with a disability at least once every three years. Reevaluation determines whether the student continues to qualify for special education services and whether service adjustments are needed. In federal fiscal years (FFYs) 2021 and 2022, IDEA PCS exhibited noncompliance in reevaluation timeliness.²⁰ In FFY 2022, IDEA PCS was legally required to reevaluate 17 students with disabilities to assess their continued eligibility for special education services. Of those, the school failed to conduct 10 reevaluations (58.8%). It completed only five on time (29.4%) and conducted two after the deadline.

As a result of the school's noncompliance, it has received an annual determination of "Needs Assistance" for three consecutive years, and OSSE has required it to participate in technical assistance.²¹ Additionally, OSSE is directing the school's use of federal funds,

¹⁶ Per the *Charter Goals Policy*, DC PCSB applies business rules from the *SY 2019 – 20 PMF Policy & Technical Guide* to transitional goals and growth assessment measures in this review period. See the technical guide here: <https://bit.ly/2D2lvgc>.

¹⁷ 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."

¹⁸ See the QSR section on pages 21 – 23 of this report for further details about the school's QSR performance.

¹⁹ For details, see the Special Education Compliance section on pages 25 – 28 of this report.

²⁰ Federal fiscal year (FFY) 2022 is the most recent year for which special education compliance information is available.

²¹ OSSE requires corrective action when a school receives "Needs Assistance" on its IDEA annual determinations for two or more consecutive years. See Appendix P for more detail about OSSE's enforcement actions for each IDEA annual determination level.

imposing special conditions on grant awards, and prohibiting the school from reducing its Maintenance of Effort to ensure consistent special education funding.²²

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.

However, in February 2025, DC PCSB issued a citation for fiscal concern to the school due to an internal control oversight that occurred during the review period. The oversight caused 1) the lack of timely transfer of funds from the restricted account to the operating account and 2) the inaccurate reporting of cash and cash equivalents available for operations.²³

Staff Recommendation

When a school at its 25-year review fails to meet its goals, the DC PCSB Board has the discretion to revoke the school's charter or to continue the school. DC PCSB staff recommended the Board use its discretion to continue the school's charter with the conditions outlined below. The school's recent change in leadership and the academic improvements under its new leadership weigh in favor of continuance. IDEA PCS hired a new executive director and principal in advance of SY 2023 – 24. In that school year, IDEA PCS improved its goal attainment from Not Met—indicating that the school failed to meet pathway criteria for a minimum of 50.0% of the measures on a pathway—to Substantially Met, indicating that the school met pathway criteria for 75.0% to 99.9% of measures on a pathway. In SY 2023 – 24, IDEA PCS demonstrated improvement on multiple measures of college and career readiness, including 9th grade on track, four-year ACGR, ELA proficiency, math proficiency, PSAT, and SAT/ACT. Academic growth data indicate that IDEA PCS students were growing faster than their statewide peers in math performance in SY 2023 – 24. Moreover, IDEA PCS's QSR results provide a favorable view of the school's instructional practices. On its QSR, IDEA PCS scored just below proficient in the instruction domain, with 78.4% of classrooms rated as "proficient" or "distinguished" in instruction. This exceeds the two-year average percentage of high school classrooms in the DC public charter sector by nearly 20 percentage points.

Board Vote

At its public meeting on March 17, 2025, the DC PCSB Board voted to continue IDEA PCS's charter with the below conditions.

²² Maintenance of Effort is part of the Individuals with Disabilities Education Act and requires LEAs to maintain consistent state and local funding for special education annually. OSSE monitors compliance, with exceptions for specific changes like reduced enrollment. This ensures stable services for students with disabilities.

²³ See the Additional Findings section (in the Section Three) on page 35 of this report for details about this internal controls oversight.

1. IDEA PCS and DC PCSB must execute a charter agreement amendment by April 14, 2025 that commits the school to the following:
 - a. IDEA PCS must fully or substantially meet a *Charter Goals Policy* pathway in SY 2024 – 25.²⁴ If IDEA PCS neither fully nor substantially meets a *Charter Goals Policy* pathway in SY 2024 – 25, then the school agrees to relinquish its charter, effective at the end of SY 2025 – 26.
 - b. Provided IDEA PCS meets the above expectations for SY 2024 – 25 academic performance, then IDEA PCS must fully meet a *Charter Goals Policy* pathway in SY 2025 – 26.²⁵ If IDEA PCS does not fully meet a *Charter Goals Policy* pathway in SY 2025 – 26, then the school agrees to relinquish its charter, effective at the end of SY 2026 – 27.
 - c. Provided IDEA PCS meets the above expectations for SY 2025 – 26 academic performance, then IDEA PCS must earn a Level 3 or higher on the ASPIRE High School Framework in SY 2026 – 27. If IDEA PCS does not earn a Level 3 or higher in SY 2026 – 27, then the school agrees to relinquish its charter, effective at the end of SY 2027 – 28.
2. IDEA PCS must inform its families of conditions 1a – 1c above (using a template provided by DC PCSB) by April 15, 2025, ensuring families' awareness of the potential for school closure should the conditions not be satisfied.
3. IDEA PCS must implement its OSSE-required and DC PCSB-approved School Improvement Plan beginning in SY 2025 – 26.²⁶ The school must report on its progress fulfilling the plan in its annual reports throughout the designation period, displaying academic outcomes and explaining specific strategies the school is using to improve student outcomes. The school must also provide DC PCSB with mid-year School Improvement Plan progress updates at DC PCSB staff's request. If IDEA PCS does not demonstrate progress fulfilling its School Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.
4. Career and Technical Education (CTE) Program:
 - a. IDEA PCS must submit a draft CTE Strategic Plan covering SY 2025 – 26 through SY 2029 – 30 to DC PCSB no later than May 12, 2025. The plan must, at a minimum:
 - i. Report on the school's progress fulfilling each of the priorities and initiatives articulated in its CTE Strategic Plan for SY 2019 – 20 through 2023 – 24.²⁷

²⁴ For a description of *Charter Goals Policy* pathways for SY 2024 – 25 for schools with PMF/ASPIRE as Goals, please see page 15 of the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

²⁵ For a description of *Charter Goals Policy* pathways for SY 2025 – 26 for schools with PMF/ASPIRE as Goals, please see pages 15 – 16 of the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

²⁶ In December 2024, OSSE identified IDEA PCS as a Comprehensive Support and Improvement - Graduation school. This designation applies to schools with four- and five-year ACGRs below 67.0%. Designated schools must conduct a [Needs Assessment](#) and create and implement a [School Improvement Plan](#).

²⁷ See IDEA PCS's SY 2019 – 20 through SY 2023 – 24 CTE Strategic Plan here: <https://bit.ly/3R1DRkH>.

- ii. Address the school's five-year plan for each previously identified priority and initiative, and any newly identified areas of focus.
 - iii. Establish specific, targeted year-over-year student certification outcomes, and plans for monitoring those outcomes.
 - b. IDEA PCS must submit a final CTE Strategic Plan covering SY 2025 – 26 through SY 2029 – 30 that addresses, to DC PCSB's satisfaction, all feedback provided by DC PCSB no later than June 30, 2025.
 - c. IDEA PCS must report on its progress fulfilling the CTE Strategic Plan in its annual reports through SY 2029 – 30, displaying CTE participation and certification outcomes and explaining specific strategies the school is using to improve student outcomes. The school must also provide DC PCSB with mid-year progress updates at DC PCSB staff's request. If IDEA PCS does not demonstrate progress fulfilling its CTE Strategic Plan, DC PCSB may conduct an out-of-cycle charter review.
5. IDEA PCS must improve compliance with laws relating to the education of students with disabilities, as demonstrated by fulfilling its OSSE-required Compliance and Continuous Improvement and Monitoring Tool.²⁸ Under the tool,²⁹ IDEA PCS must correct instances of student-level noncompliance and demonstrate that it is correctly implementing specific regulatory requirements within a timeline set by OSSE. Failure to comply with these requirements will result in DC PCSB issuing a Notice of Concern and/or conducting an out-of-cycle review.
6. IDEA PCS's board of trustees must:
- a. Implement a Governance Improvement Plan.
 - i. IDEA PCS must submit a draft plan to improve board governance and oversight to DC PCSB no later than July 7, 2025. The plan must, at a minimum:
 - 1. Include a comprehensive needs assessment in areas including but not limited to board member composition and expertise, clarity of board member roles and responsibilities, committee structure and composition, board training and support, and governing documents (e.g., bylaws).
 - 2. Propose specific strategies and training for improvement that address all identified areas of need.
 - 3. Include a plan for ongoing monitoring of improvement for each strategy and identified area of need.
 - ii. IDEA PCS must submit a final Governance Improvement Plan that addresses, to DC PCSB's satisfaction, all feedback provided by DC PCSB no later than August 11, 2025.

²⁸ In March 2025, OSSE designated IDEA PCS for compliance and continuous improvement (CCI) monitoring. This designation applies to schools that demonstrate noncompliance with the Individuals with Disabilities Education Act, Part B.

²⁹ See the Compliance and Continuous Improvement and Monitoring Tool here: <https://bit.ly/3FGMsa4>.

- iii. IDEA PCS must report on its progress fulfilling the plan in its annual reports through SY 2029 – 30. The school’s board of trustees must also provide DC PCSB with mid-year progress updates at DC PCSB staff’s request. If IDEA PCS does not demonstrate progress fulfilling its Governance Improvement Plan, DC PCSB may conduct an out-of-cycle charter review.
- b. Review progress toward fulfilling its conditions of continuance at each public board meeting after March 17, 2025. Accompanying meeting minutes must detail the data shared, a summary of the discussion, and actionable follow-up steps.

If the school did not sign the charter agreement amendment by April 14, 2025, DC PCSB staff recommended that the Board vote to initiate revocation proceedings of IDEA PCS. The school and DC PCSB executed the charter agreement amendment on April 11, 2025.

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

SCHOOL BACKGROUND

IDEA PCS			
Year Opened	1998 – 99	Ward(s)	7
Number of Campuses	1	Year(s) of Previous Review	2003 – 04, 2010 – 11, 2012 – 13, 2014 – 15, 2019 – 20
Chartered Grade Span	9 – 12	Current Enrollment Ceiling	400
Audited Enrollment and Grade Span (SY 2024 – 25)			
350, 9 – 12			
Mission Statement			
The mission of IDEA Public Charter School is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.			

School Overview

IDEA PCS began serving students in grades 9 – 12 in 1998 under authorization from the DC Board of Education (DC BOE) under the name Integrated Design and Electronics Academy (IDEA) Public Charter School. The local education agency (LEA)³⁰ began as a public charter school within District of Columbia Public Schools' Phelps High School. It was originally a "school-within-a-school" focused on preparing high school students for technical careers. During its second year of operation, IDEA PCS moved to its own location. In SY 2002 – 03, the DC BOE approved IDEA PCS's charter amendment petition to expand to serve students in grades 7 – 8. After the passage of the Public Education Reform Amendment Act in 2007, DC BOE dissolved, and DC PCSB became the school's authorizer.³¹

In 2011, DC PCSB voted to initiate revocation of IDEA PCS's charter due to academic underperformance and violating the terms of its charter.³² However, DC PCSB later voted to forgo closure and developed mutually agreed-upon conditions with IDEA PCS. One of these conditions was for the school to conduct a thorough review of its systems and operations. In 2012, the school submitted a restructuring plan to DC PCSB, which included operating under a new leadership team and a new academic plan, among other changes. In 2013, as required by law, DC PCSB voted to deny IDEA PCS's renewal application due to the school's failure to meet its charter goals. However, as the school was going through a DC PCSB-approved restructuring and turnaround plan, DC PCSB requested that the DC mayor use his authority to continue the school. The mayor granted IDEA PCS continuance

³⁰ An "LEA" is any individual or group of public charter schools operating under a single charter.

³¹ See the Public Education Reform Amendment Act of 2007 here: <https://bit.ly/3rabBPX>.

³² See pages 10 – 12 of this report for details about DC PCSB's votes and their justifications.

under probation. In SY 2013 – 14, as part of the turnaround process, IDEA PCS discontinued its middle school grades and now serves grades 9 – 12.

In addition to core academic subjects and electives, IDEA PCS offers CTE programming. During SY 2023 – 24, IDEA PCS offered CTE programming in child development, carpentry, computer science, culinary arts, and hospitality and tourism.³³ In each CTE program, students take four courses, including a practicum course. Students also engage in work-based learning opportunities such as apprenticeships or internships.

Every Student Succeeds Act (ESSA) Accountability Designations

During the review period, IDEA PCS received an accountability designation from OSSE under the ESSA. In 2024, OSSE designated IDEA PCS as Comprehensive Support and Improvement – Graduation (CSI-Grad). This designation applies to schools with four- and five-year ACGRs below 67.0%. IDEA PCS was one of only two non-alternative high schools in the District to receive the CSI-Grad designation.

Enrollment and Demographic Data

IDEA PCS enrolls students from nearly every ward in the District.³⁴ In SY 2023 – 24, more than half of all IDEA PCS students lived in Ward 7. Most of the remaining students lived in Wards 5, 6, and 8. The tables below show the LEA's enrollment history.

Enrollment Measure	School Year				
	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Audited Enrollment ³⁵	289	316	334	307	309
Enrollment Projections ³⁶	326	302	316	328	310
Enrollment Ceiling ³⁷	600	600	400	400	400

³³ See IDEA PCS's annual report for SY 2023 – 24, Appendix B.

³⁴ 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>.

³⁵ OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

³⁶ 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.

³⁷ 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
9	95	123	133	110	93
10	74	81	103	95	99
11	62	57	58	64	72
12	58	55	40	38	56

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

Student Group	Percentage Enrolled
At-Risk Students³⁸	77.0%
Economically Disadvantaged Students³⁹	66.7%
Emerging Multilingual Learners (EML)⁴⁰	1.6%
Students with Disabilities (SWD)⁴¹	35.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	94.2%
Hispanic/Latino	5.2%
Multiracial	0.3%
Native Hawaiian or Other Pacific Islander	0.0%
White	0.0%

School Climate

The charts below report IDEA 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.⁴² Isolating school environment measures by student groups

³⁸ 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.

³⁹ “Economically disadvantaged” students are defined as meeting one or more of criteria a, b, or c, described in the prior footnote.

⁴⁰ 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.

⁴¹ 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.

⁴² 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.

helps to identify whether there may be access and opportunity disparities. For a full report on IDEA 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 ⁴³

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.⁴⁴

As the OSS charts below and in Appendix C show, IDEA PCS's OSS rates for all students, at-risk students, and SWD were consistently higher than sector rates throughout the review period. The school's OSS rate for EML students was also higher than the two-year average sector rate for SY 2022 – 23 and SY 2023 – 24.

Two-Year Average ⁴⁵ OSS Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
IDEA PCS	9 – 12	19.1%	19.5%	10.0%	19.8%
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.⁴⁶

Two-Year Average MYW Rates					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
IDEA PCS	9 – 12	9.8%	11.7%	n < 10	7.8%
Sector		8.5%	12.2%	3.7%	8.3%

⁴³ DC PCSB does not report values when the n-size is less than 10.

⁴⁴ 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).

⁴⁵ Each table in this section reports two-year average rates for school years 2022 – 23 and 2023 – 24.

⁴⁶ The student universe for MYW includes audited students only.

ISA

The ISA rate is the percentage of students who were present each day.⁴⁷

IDEA PCS's ISA two-year average rates (SY 2022 – 23 and SY 2023 – 24) for all students, at-risk students, and students with disabilities were each nearly 10 percentage points below two-year average sector rates.

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					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
IDEA PCS	9 – 12	73.2%	70.7%	89.3%	70.9%
Sector		84.7%	81.3%	87.5%	82.2%

Previous Charter Reviews

Five-Year Review

In SY 2003 – 04, DC BOE conducted a five-year review of IDEA PCS and found that “the percentage of students performing below basic in both reading and mathematics remains critically high, and the percentage of students performing on the proficient level in reading and mathematics remains extremely low.”⁴⁸ However, the school demonstrated slight increases in the percentage of students performing at the proficient level in reading and math. Additionally, IDEA PCS's SY 2000 – 01 SAT 9 scores ranked sixth of 15 DC BOE-authorized charter schools. Based on these findings, in 2004, DC BOE voted to continue IDEA PCS's charter.

10-Year Review

In SY 2011 – 12, DC PCSB conducted a 10-year review of IDEA PCS and found the school did not meet the standard for charter continuance.⁴⁹ IDEA PCS failed to meet its academic targets on the DC Comprehensive Assessment System (DC CAS)⁵⁰ or to demonstrate consistent improvement. The report noted a concern about the school board's focus on “continuing initiatives not directly related to academic achievement, ... [which] have

⁴⁷ 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, IDEA PCS's ISA rates include students who were enrolled for at least 10 instructional days. For SY 2022 – 23 and SY 2023 – 24, IDEA PCS's ISA rates include students who were enrolled for more than 20 instructional days.

⁴⁸ See IDEA PCS's Five-Year Review Report, Appendix D.

⁴⁹ See IDEA PCS's 10-Year Review Materials, Appendices E1 – E2.

⁵⁰ The DC CAS was the state assessment in Washington, DC until SY 2014 – 15 when the state adopted the Partnership for Assessment of Readiness for College and Careers (PARCC).

consistently competed with time and resources necessary to ensure the development of an effective instructional program.” In addition, IDEA PCS violated the terms of its charter and the School Reform Act by operating an evening adult education program without DC PCSB authorization. Based on these findings, in December 2011, DC PCSB voted to revoke IDEA PCS’s charter.

In February 2012, following a public hearing about IDEA PCS’s proposed revocation, DC PCSB voted to end revocation proceedings. IDEA PCS committed to conditions, including, but not limited to: changing its board chair, executive director, and principal; terminating its adult education program; engaging TenSquare to lead the restructuring process; and reporting monthly on the restructuring plan.^{51, 52} After entering into this agreement, IDEA PCS discontinued grades 7 – 8.

15-Year Renewal

In SY 2012 – 13, DC PCSB conducted a 15-year renewal of IDEA PCS and found the school did not meet the standard for renewal.⁵³ IDEA PCS failed to meet its goals and academic achievement expectations. Based on these findings, in March 2013, DC PCSB voted to deny the school’s renewal application. However, as the school was going through a DC PCSB-approved restructuring and turnaround plan, DC PCSB requested that the DC mayor continue the school. The mayor placed the school on probation, subject to conditions recommended by DC PCSB. In SY 2013 – 14, the mayor approved a request from IDEA PCS to exit probation a year early because of academic improvements.

In SY 2014 – 15, DC PCSB conducted another charter renewal to review IDEA PCS’s fulfillment of its probationary conditions.⁵⁴ DC PCSB concluded that IDEA PCS met the standard for renewal. DC PCSB noted that “IDEA PCS’s academic turnaround has been remarkable” and that in addition to meeting all targets, including earning a progressively higher PMF score every year, it had “the largest increase in math proficiency among all public charter high schools.” However, DC PCSB noted concerns regarding IDEA PCS’s high mid-year withdrawal and suspension rates, as well as its long-term economic viability. Based on these findings, in March 2015, DC PCSB voted to renew IDEA PCS’s charter for another 15-year term.

20-Year Review

In SY 2019 – 20, DC PCSB conducted a 20-year review of IDEA PCS and found the school did not meet the standard for charter continuance.⁵⁵ IDEA PCS did not meet its charter goals,

⁵¹ See Letter to Colonel Joseph Stull, March 2012, Appendix F. See the full list of conditions on page 3.

⁵² TenSquare is a charter school consulting firm and turnaround organization. TenSquare provided support services to IDEA PCS to improve school performance.

⁵³ See IDEA PCS’s 15-year Renewal Report (SY 2012 – 13), Appendix G.

⁵⁴ See IDEA PCS’s 15-year Renewal Report (SY 2014 – 15), Appendix H.

⁵⁵ See IDEA PCS’s 20-Year Review Report, Appendix I.

earning an average PMF score of 44.3%, below its target of 50.0%. The school also did not demonstrate consistent improvement. DC PCSB noted areas of concern, including below-average performance in ELA and math proficiency and growth, attendance, and re-enrollment.

However, DC PCSB noted promising factors. IDEA PCS demonstrated: 1) a dramatic increase in its four-year graduation rate in SY 2019 – 20; 2) three out of five stars on OSSE's accountability system; 3) math median growth percentile (MGP) scores for SY 2018 – 19 above the national median for all students and for all subgroups except students with disabilities, and 4) NWEA MAP results for SY 2018 – 19 that exceeded publisher growth criteria. Based on these findings, in December 2019, DC PCSB voted to continue IDEA PCS's charter with the conditions that IDEA PCS:

1. Meet the following PMF scores in school years 2019 – 20, 2020 – 21, and 2021 – 22, respectively (or earn three stars on OSSE's accountability system), or face closure at the end of the school year in which the PMF score was published: 47.0, 49.0, and 50.0;
2. Decrease its enrollment ceiling from 600 to 400 students; and
3. Submit to DC PCSB a plan for its CTE program that included metrics it would use to track the program's success.

Per the *COVID-19 Impact Policy*, DC PCSB did not assess the PMF condition due to a lack of academic data during the COVID-19 pandemic.⁵⁶ IDEA PCS completed the enrollment ceiling and CTE program plan conditions timely.

Communication with the School

In May 2024, DC PCSB staff conducted an Effective Organization Meeting with IDEA PCS staff to discuss concerns about the school's truancy rate.⁵⁷ In February 2024, IDEA PCS's truancy rate was 40.5%, above the 35.0% truancy threshold for a Notice of Concern established in DC PCSB's *Attendance and Truancy Policy*. By the May 2024 meeting, IDEA PCS's truancy rate was 16.9%, which was below the threshold. When asked what led to the shift in the truancy data, IDEA PCS school leaders described targeted interventions with students and families about 1) acceptable reasons for excused absences and 2) taking responsibility for absences. The school also hired a consultant to examine the alignment between the school's attendance entry processes and OSSE's data entry and validation policies. DC PCSB staff recommended that the school continue to work with the consultant create strong internal processes that ensure accurate data collection and entry.

⁵⁶ Per the *COVID-19 Impact Policy*, for school years 2019 – 20, 2020 – 21, and 2021 – 22, DC PCSB did not monitor academic conditions that would result in the school relinquishing its charter if the conditions are not met. Further, DC PCSB did not extend conditions originally ending in SY 2021 – 22. See the policy here: <https://bit.ly/3fy5zDo>.

⁵⁷ See the invitation and follow-up letters for the July 2024 meeting, Appendices J1 – J2.

In July 2024, DC PCSB staff conducted an Effective Organization Meeting with IDEA PCS board members and staff to discuss concerns about the school's academic and financial performance ahead of its 25-year review.⁵⁸ 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 raised academic concerns, including that the school did not meet a goal attainment pathway in SY 2022 – 23. DC PCSB also raised financial concerns related to the school's liquidity measures, including low cash on hand. (Subsequent to the July 2024 meeting, DC PCSB staff received unaudited fiscal year (FY) 2024 financial documents that indicated that IDEA PCS's cash on hand returned to healthy levels.)

IDEA PCS school leaders acknowledged specific challenges that have affected the school's academic performance. Challenges include low attendance and low student engagement, which have been compounded by neighborhood violence and safe passage concerns. In addition, IDEA PCS experienced recent changes in school leadership (the executive director and principal). The executive director and board chair discussed plans for addressing these challenges, including 1) working with OSSE and the Deputy Mayor for Education to invest in safe transportation and safe passage for students, and 2) implementing new academic initiatives including new curricula and math tutoring.

In November 2024, DC PCSB staff met with IDEA PCS staff to discuss the school's 25-year review. DC PCSB staff explained the charter review process and timeline. DC PCSB staff also discussed the school's goal performance during SY 2022 – 23.

In January 2025, DC PCSB staff met with IDEA PCS staff at the school's request to answer clarifying questions about the number of transitional goals metrics that IDEA PCS met for SY 2023 – 24. DC PCSB staff displayed the school's SY 2023 – 24 data and reviewed the goal determination process with IDEA PCS staff using the school's SY 2023 – 24 data.

⁵⁸ See the invitation and follow-up letters for the July 2024 meeting, Appendices J3 – J4.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”⁵⁹ 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.⁶⁰

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.⁶¹

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.⁶²

⁵⁹ D.C. Code § 38-1802.12(a)(3).

⁶⁰ D.C. Code § 38-1802.13(a).

⁶¹ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁶² 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 November 2018,⁶³ IDEA PCS amended its charter agreement to adopt an updated version of the PMF as its charter goals.⁶⁴ 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. . . at its twenty-five-year charter review, [it] 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%.⁶⁵

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 – 19.⁶⁶ For SY 2022 – 23 and SY 2023 – 24, DC PCSB resumed goal attainment assessment using pathways established in its *Charter Goals Policy*.⁶⁷

IDEA PCS's goal attainment results are as follows:

IDEA PCS Goal Attainment				
2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24
NA			Not Met	Substantially Met

The remainder of Section One contains:

1. An overview of the goal attainment pathways in the *Charter Goals Policy* applicable to IDEA PCS;
2. An explanation of IDEA 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 IDEA PCS's goal attainment assessment.⁶⁸

⁶³ See IDEA PCS's Goals Charter Amendment, Appendix A3.

⁶⁴ For details, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/2D2lvqc>.

⁶⁵ In SY 2019 – 20, IDEA PCS's charter was continued with the conditions that it meet PMF scores of 47, 49, and 50 in SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22, respectively. Pursuant to DC PCSB's *COVID-19 Impact Policy*, this condition was waived due to the pandemic. For details, see page 12 of this report.

⁶⁶ See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁶⁷ See the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

⁶⁸ 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 IDEA PCS is not available because the school had fewer than 10 eligible test-takers throughout this review period.

Appendix K shows IDEA 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.⁶⁹ 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 IDEA PCS.

Goal Attainment Pathways	
Pathway	How to Meet the Pathway
A: Individually Negotiated Goals	NA ⁷⁰
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. ^{71, 72}
C: Growth	SY 2022 – 23
	For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on ELA/reading and math subject tests compared to the publisher's national performance rates <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.
	SY 2023 – 24
	Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for ELA/reading and math subject tests compared to the publisher's national performance rates; <u>OR</u> for high schools, meet or exceed the

⁶⁹ 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>.

⁷⁰ Pathway A applies to LEAs with individually negotiated goals in their charter agreement.

⁷¹ 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.

⁷² 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
	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.

IDEA PCS's Goal Attainment

SY 2022 – 23 Goal Attainment

In SY 2022 – 23, IDEA PCS did not meet a goal attainment pathway. Furthermore, the school failed to substantially or partially meet a pathway, which means that, on pathways with multiple measures, IDEA PCS failed to meet the criteria for a minimum of 50.0% of the measures on the pathway.⁷³ See the pathway B, C, and D performance sections on pages 17 – 21 for details about IDEA PCS's performance on all pathways.

SY 2023 – 24 Goal Attainment

In SY 2023 – 24, IDEA PCS did not fully meet any pathway. IDEA PCS substantially met Pathway B. The school substantially met the transitional goals pathway by 1) meeting or exceeding sector performance in two of 13 measures and 2) improving performance in eight of 13 measures. Therefore, the school met or exceeded state/sector performance or improved in 10 of 13 transitional goals measures. See the Transitional Goals Performance section below for details about IDEA PCS's performance on Pathway B.

IDEA PCS's Academic Performance Data by Pathway

Transitional Goals (Pathway B) Performance

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;⁷⁴ college acceptance; proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) or the DC CAPE assessment in ELA and math, indicated by the percentage of students scoring 4 or higher;⁷⁵ PSAT and SAT/ACT performance measures; ISA; and re-enrollment.

The chart below shows IDEA 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

⁷³ Per the *Charter Goals Policy*, DC PCSB also considered student group performance on transitional goals. DC PCSB primarily reviewed performance among economically disadvantaged, students with disabilities, and emerging multilingual learner student groups. DC PCSB found that none of these student groups fully met a *Charter Goals Policy* pathway in SY 2022 – 23 or SY 2023 – 24.

⁷⁴ 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 CTE credentials.

⁷⁵ A score of "4" or "5" on PARCC or DC CAPE indicates that students have met or exceeded expectations for their grade level.

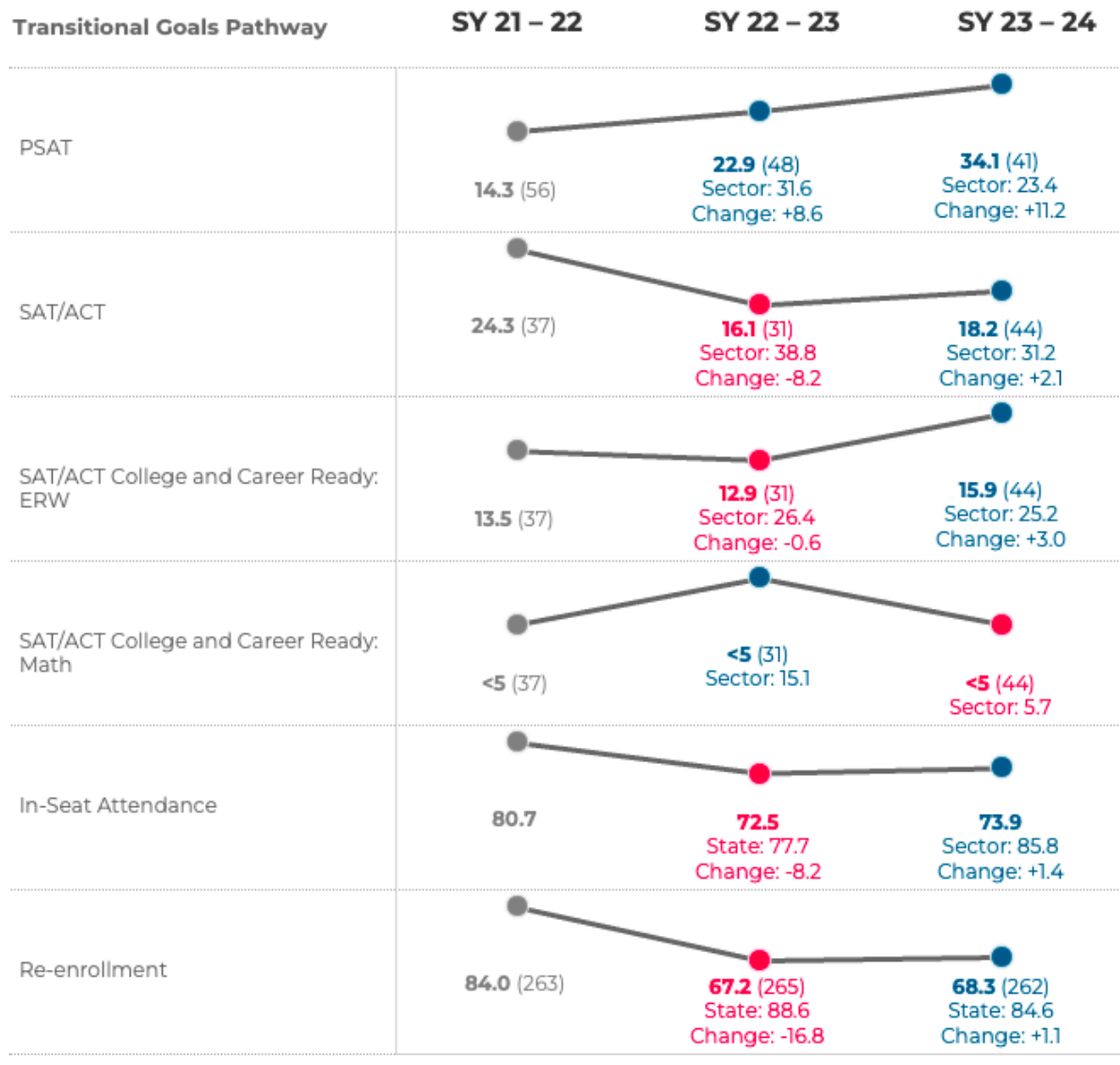
2021 – 22 school performance as a baseline to assess improvement in SY 2022 – 23.) The chart indicates whether the school's rate met the state or sector rate, and whether the school improved from its prior year performance.^{76, 77}

⁷⁶ 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.

⁷⁷ State/sector rates for elementary and/or middle schools are based on PK – 8 inclusive data, excluding outliers. Rates are not grade-band specific.

■ 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

Transitional Goals Pathway	SY 21 – 22	SY 22 – 23	SY 23 – 24
9th Grade on Track	52.6 (114)	47.5 (99) Sector: 78.7 Change: -5.1	62.4 (85) Sector: 83.5 Change: +14.9
4-Year ACGR	63.6 (77)	49.2 (61) State: 74.9 Change: -14.4	55.9 (93) State: 76.1 Change: +6.7
5-Year ACGR	78.0 (59)	74.3 (74) State: 77.3 Change: -3.7	63.6 (55) State: 78.5 Change: -10.7
AP/IB/DE/CTE	54.1 (37)	100.0 (39) Sector: 49.6 Change: +45.9	100.0 (52) Sector: 100.0 No Change
College Acceptance	100.0 (48)	93.9 (33) Sector: 91.4 Change: -6.1	91.4 (58) Sector: 96.8 Change: -2.5
State Assessment Proficiency in ELA	7.5 (147)	10.0 (140) State: 33.3 Change: +2.5	17.4 (121) State: 34.6 Change: +7.4
State Assessment Proficiency in Math	<5 (130)	<5 (124) State: 10.7	<5 (130) State: 11.2



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, IDEA PCS met or exceeded state/sector performance or demonstrated improvement in six of 13 transitional goals measures. The school exceeded sector performance in AP/IB/DE/CTE and College Acceptance. The school demonstrated improvement in state assessment proficiency in ELA, PSAT, and SAT/ACT College and Career Ready: Math. IDEA PCS did not meet state/sector performance and did not demonstrate improvement in seven transitional goals measures: 9th grade on track, four-year ACGR, five-year ACGR, SAT/ACT, SAT/ACT College and Career Ready: ERW, ISA, and re-enrollment.

In SY 2023 – 24, IDEA PCS met or exceeded state/sector performance or demonstrated improvement in 10 of 13 transitional goals measures. The school met or exceeded sector performance in AP/IB/DE/CTE and PSAT. The school improved in 9th grade on track, four-year ACGR, state assessment proficiency in ELA, state assessment proficiency in math, SAT/ACT, SAT/ACT College and Career Ready: ERW, ISA, and re-enrollment. IDEA PCS did not meet state/sector performance and did not demonstrate improvement in three transitional goals measures: five-year ACGR, college acceptance, and SAT/ACT College and Career Ready: Math.

Pathway C (Growth) Performance

IDEA PCS selected the NWEA MAP as its nationally normed growth assessment for SY 2022 – 23 and SY 2023 – 24. In SY 2023 – 24, DC PCSB also assessed high schools’ academic growth via the growth to proficiency measure on the DC CAPE. The table below shows IDEA PCS’s ELA and math growth performance on the NWEA MAP in SY 2022 – 23 and SY 2023 – 24 and on the DC CAPE in SY 2023 – 24.

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

SY23-24: Met publisher growth criteria

Rate (n-size)

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

SY23-24: Did not meet publisher growth criteria

Not applicable or not assessed

Growth Pathway	SY 21 – 22	SY 22 – 23	SY 23 – 24
NWEA MAP: Reading	38.0 (103)	<5 (181) CGP: 50.0	<5 (171) CGP: 50.0
NWEA MAP: Math	47.0 (125)	31.0 (181) CGP: 50.0	21.0 (171) CGP: 50.0
Growth to Proficiency ELA			43.2 (102) State: 50.1
Growth to Proficiency Math			52.2 (105) 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.

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In SY 2022 – 23, IDEA PCS did not meet or exceed publisher growth criteria on the NWEA MAP in ELA or math. The school also did not improve its NWEA MAP growth rates from SY 2021 – 22 to SY 2022 – 23.

In SY 2023 – 24, IDEA PCS did not meet or exceed publisher growth criteria on the NWEA MAP. On the DC CAPE, IDEA PCS exceeded the state GTP rate in math, but not in ELA.

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

OSSE DC School Report Card Outcomes (Pathway D)		
Target Score	SY 2022 – 23 School Summative Score	SY 2023 – 24 School Summative Score
40.0	12.0	15.7

In SY 2022 – 23, IDEA PCS earned 12.0% on OSSE’s DC School Report Card, significantly below the target score of 40.0%. This represented the lowest score of any high school in the District.

In SY 2023 – 24, IDEA PCS earned 15.7%, on OSSE’s DC School Report Card, significantly below the target score of 40.0%. This represented the third-lowest score of any high school in the District and the lowest of any DC public charter high school.

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*.^{78,79} From April 22 – May 3, 2024, in anticipation of this review, DC PCSB staff conducted a QSR at IDEA PCS.⁸⁰ 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.

⁷⁸ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁷⁹ 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.

⁸⁰ See IDEA PCS QSR Report, Appendix L.

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.”⁸¹

The following table reports IDEA PCS’s average domain ratings.

IDEA PCS’s Average Domain Ratings		
Observed Program	Classroom Environment	Instruction
Overall	3.16	2.92
Special Education	3.00	2.38

Overall, IDEA PCS scored just above proficient in the classroom environment domain and just below proficient in the instruction domain. QSR observers rated 98.2% of IDEA PCS classrooms as “proficient” or “distinguished” in the classroom environment domain and 78.4% in the instruction domain.⁸² In the classroom environment domain, observers noted across classrooms that student behavior was entirely appropriate, and any instances of misbehavior were minor. Interactions between teachers and students and among students were also uniformly respectful. Teachers also conveyed an expectation of high levels of student effort, and students expended good effort to complete high-quality work. In the instruction domain, observers noted that lesson activities required high-level thinking, and students were required to explain their thinking. As a result, across observations, students were intellectually engaged in lessons. In most classrooms, teachers used open-ended questions, inviting students to think and offer multiple possible answers. However, in a few classrooms, teachers framed questions that led students down a single path of inquiry, resulting in limited discussion opportunities.

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

⁸¹ See pages 20 – 24 of the school’s QSR report in Appendix L for a detailed description of each performance level.

⁸² In SY 2022 – 23 and SY 2023 – 24, the average percentages of observed 9 – 12 classrooms in the DC public charter sector rated “proficient” or “distinguished” were 76.6% in the classroom environment domain and 59.4% in the instruction domain.

Assignment Review Findings

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments IDEA 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.⁸³

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 IDEA PCS's assignment review ratings in the table below.

IDEA PCS Assignment Review Ratings		
Overall Rating	ELA Assignments	Math Assignments
Sufficient	5	3
Minimal	0	1
No Opportunity	0	1

⁸³ 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.”⁸⁴ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2019 – 20, IDEA PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁸⁵

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.⁸⁶

IDEA PCS Procurement Contract Compliance		
Fiscal Year (FY)	Reported Procurement Packages	Early Warning Notices
2020	18	1
2021	32	0
2022	43	2
2023	22	0
2024	27	1

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

⁸⁴ D.C. Code § 38-1802.12(a)(3).

⁸⁵ See IDEA PCS's Compliance Review Reports, Appendices M1 – M5.

⁸⁶ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/4bNG2jK>.

compliance to ensure IDEA 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.⁸⁷ During the review period, IDEA PCS did not require any DC PCSB enforcement actions or interventions pursuant to this policy.

Special Education Compliance and Performance⁸⁸

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁸⁹ and Section 504 of the Rehabilitation Act of 1973.⁹⁰ 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.⁹¹

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).^{92, 93} In SEPR, OSSE assesses performance using an expanded number of measures in two categories: LEA compliance and student progress.⁹⁴ The table below shows how IDEA annual determinations align with OSSE's SEPR levels.⁹⁵

⁸⁷ See the *Emerging Multilingual Learner Audit and Monitoring Policy* here: <https://bit.ly/4c2XP86>.

⁸⁸ See OSSE's Glossary of Special Education Compliance Terms, Appendix N.

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

⁹⁰ 29 U.S.C. § 794.

⁹¹ 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 K.

⁹² 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.

⁹³ See the SEPRs for IDEA PCS for FFY 2021 and FFY 2022, Appendices O1 – O2.

⁹⁴ In the SEPR, LEA Compliance comprises 35 points of the total score earned, and Student Progress comprises 65 points of the total score earned.

⁹⁵ See Appendix P1 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 ⁹⁶	LEA Performance Description	IDEA Annual Determination	SEPR Level
81.0% – 100%	LEA demonstrates the highest rates of compliance and quality service delivery to students.	Meets Requirements	Leading
61.0% – 80.9%	LEA shows high rates of compliance and quality service delivery to students.	Needs Assistance	Strengthening
41.0% – 60.9%	LEA is approaching compliance and quality service delivery to students.	Needs Intervention	Building
0.0% – 40.9%	LEA requires supports to improve both compliance and quality service delivery to students.	Needs Substantial Intervention	Emerging

IDEA PCS's IDEA Annual Determinations and SEPR Levels

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

FFY	Percentage of Points from Applicable Measures	IDEA Annual Determination
2019	84.2%	Meets Requirements
2020	79.1%	Needs Assistance
2021	66.9%	Needs Assistance
2022	64.1%	Needs Assistance

SEPR reports on 1) an LEA's capacity to serve students with disabilities and 2) key student progress measures. IDEA PCS's SEPR for FFYs 2021 and 2022 in Appendices O1 and O2 provide specific information about the school's performance on each measure. The table below shows a summary of IDEA PCS's SEPR results.⁹⁷

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
2021	LEA Compliance	24.5 of 35	70.0%	Strengthening

⁹⁶ 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.)

⁹⁷ For information about the DC public charter sector's SEPR performance in FFYs 2021 and 2022, see Appendix P2.

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
	Student Progress	42.4 of 65	65.2%	
2022	LEA Compliance	24.5 of 35	70.0%	Strengthening
	Student Progress	39.6 of 65	60.9%	

OSSE Enforcement Actions

IDEA PCS received a “Needs Assistance” designation in FFY 2020 and “Needs Assistance/Strengthening” designations in FFY 2021 and FFY 2022. In FFY 2021 and FFY 2022, the LEA exhibited noncompliance regarding reevaluation timeliness, earning zero points in this measure on its SEPR in both years.

Pursuant to the IDEA, schools are required to reevaluate each student with a disability at least once every three years. Reevaluation determines whether the student continues to qualify for special education services and whether service adjustments are needed. IDEA PCS’s noncompliance in this area worsened over time, including a notable decline in the most recent reporting period. In FFY 2022, IDEA PCS was required to conduct 17 reevaluations. Of those, IDEA PCS failed to conduct ten reevaluations (58.8%). It completed only five on time (29.4%) and conducted two after the deadline. Notably, OSSE, the agency tasked with monitoring special education compliance across DC public and public charter schools, acknowledged “that school closures, distance learning and staffing shortages due to coronavirus (COVID-19)...significantly impacted the timely completion of...reevaluations.”⁹⁸ As such, IDEA PCS’s FFY 2021 and FFY 2022 reevaluation rates likely reflect challenges presented by the COVID-19 pandemic.

OSSE engages in enhanced monitoring of schools that receive a “Needs Assistance/Strengthening” designation for two or more consecutive years. Because IDEA PCS has received this designation for three consecutive years, OSSE required the LEA to access technical assistance (TA) to address noncompliance and improve performance outcomes. IDEA PCS participated in its required TA on September 23, 2024. Additionally, OSSE is directing the LEA’s use of federal funds, imposing special conditions on grant awards, and prohibiting the LEA from reducing its Maintenance of Effort to ensure consistent special education funding.⁹⁹

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

⁹⁸ See the Office of the State Superintendent of Education’s July 2022 Special Education Non-Regulatory Guidance here: <http://bit.ly/4mJ3rKe>.

⁹⁹ Maintenance of Effort is part of the Individuals with Disabilities Education Act and requires LEAs to maintain consistent state and local funding for special education annually. OSSE monitors compliance, with exceptions for specific changes like reduced enrollment. This ensures stable services for students with disabilities.

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) after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs.

IDEA 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*,¹⁰⁰ DC PCSB staff regularly reviews LEA data and practices to determine whether public charter schools are compliant with local and federal laws pertaining to students with disabilities.

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

¹⁰⁰ See the *Special Education Audit and Monitoring Policy* here: <https://bit.ly/49U9wfR>.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY¹⁰¹

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.¹⁰²

Scope of Financial Review

DC PCSB holistically assessed IDEA 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.¹⁰³

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 IDEA PCS from FY 2020 through FY 2023 and supporting information.¹⁰⁴

Summary of Findings¹⁰⁵

IDEA PCS demonstrated satisfactory fiscal performance during the review period, with the exception of FY 2023, where the fiscal performance was weak. DC PCSB's review of the LEA's audited and unaudited financial statements revealed that the LEA reached a concerning low level of days of cash on hand at fiscal year-end (FYE) 2023. This was mainly due to a lack of adequate rightsizing of expenses to serve the lower-than-budgeted enrollment and the higher-than-budgeted construction costs for facility renovations that ended in November 2022. The LEA returned to healthy days of cash on hand at FYE 2024.

In February 2025, DC PCSB issued a citation for fiscal concern to the school due to an internal control oversight that caused 1) the lack of timely engagement with the bank to ensure that funds were transferred, net of the retained amount, from the restricted

¹⁰¹ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

¹⁰² See D.C. Code § 38-1802.13(b).

¹⁰³ The Auditor Review Committee comprises representatives of DC PCSB, the Office of the Chief Financial Officer (OCFO), and OSSE.

¹⁰⁴ See IDEA PCS's FAR Reports, Appendices Q1 – Q4.

¹⁰⁵ See Financial Definitions and Examples, Appendix R, for more information on financial terms and indicators used herein.

account to the operating account by FYE 2024 and 2) the inaccurate reporting of cash and cash equivalents available for operations.¹⁰⁶

Due to the below-target days of cash on hand, the LEA has been included in DC PCSB's Monitoring List since FY 2023 Quarter 3 (Q3).¹⁰⁷ The LEA remains on the Monitoring List so that DC PCSB can continue to closely monitor its internal controls, financial reporting, and financial performance.

DC PCSB's review confirmed that 1) the school has not engaged in a pattern of nonadherence to GAAP, 2) the school has not engaged in a pattern of fiscal mismanagement, and 3) the school is economically viable.

Strengths and Weaknesses

- The LEA's key financial indicators remained above target from FY 2020 through FY 2022.
- In FY 2023, the LEA's days of cash on hand decreased to a concerning low level of 13 days. Due to the decreasing days of cash on hand, the LEA was included in DC PCSB's Monitoring List in FY 2023 Q3.
- In FY 2024, the LEA's days of cash on hand returned to healthy levels.
- In February 2025, DC PCSB staff issued a citation of financial concern to the school for an internal controls oversight.¹⁰⁸

GAAP Adherence, Fiscal Mismanagement, and Economic Viability Analysis

Enrollment, Operations, and Facilities

The table and chart below detail some of IDEA PCS's most significant performance and sustainability indicators and operating revenues and expenses per student from FY 2020 to FY 2024.¹⁰⁹

¹⁰⁶ See the Additional Findings section on page 35 of this report for details about this internal controls oversight.

¹⁰⁷ The Monitoring List is DC PCSB's first escalation step to track LEAs that show signs of financial instability. Public charter LEAs are placed on the Monitoring List for a combination of factors, including but not limited to low cash reserves, high debt ratios, or issues with budget management. When a school is placed on the Monitoring List, DC PCSB typically engages in 1) additional monitoring (including more frequent interim financial statements, deeper financial statement and budget reviews, and analysis with increased scrutiny, budget and forecast revisions, and additional information requests), and 2) discussions with the LEA's leadership about the LEA's financial challenges and improvement plans. For more information, please see DC PCSB's website: <https://bit.ly/42QGqgE>. See the Financial Monitoring list here: <https://bit.ly/3XiTd8l>.

¹⁰⁸ See the Additional Findings section on page 35 of this report for details about this internal controls oversight.

¹⁰⁹ FY 2020 through FY 2023 numbers originate from audited financial statements. FY 2024 numbers originate from unaudited interim financial statements.

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

IDEA 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	289	316	334	307	309	399		
Change in Net Assets Margin	0%	15%	21%	4%	2%	4%	>= 0%	
Primary Reserve Ratio*	0.8	1.0	1.1	1.0	1.1	0.6	>= 0.2	
Debt Ratio**	0.6	0.5	0.4	0.4	0.4	0.6	<= 0.5	
Occupancy Expenses as a % of Facilities Allowance**	112%	119%	151%	170%	183%	123%		

Audited Enrollment

After an enrollment decrease of 37 students (11%) in FY 2020, IDEA PCS's enrollment grew both in FY 2021 and FY 2022. Enrollment decreased again in FY 2023. While enrollment remained approximately stable in FY 2024, it increased to its highest level of the review period in FY 2025 (350 students).

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

From FY 2020 through FY 2024, IDEA PCS reflected above-target changes in net assets margin, as well as a primary reserve ratio and a debt ratio above target at the end of each of the five fiscal years.

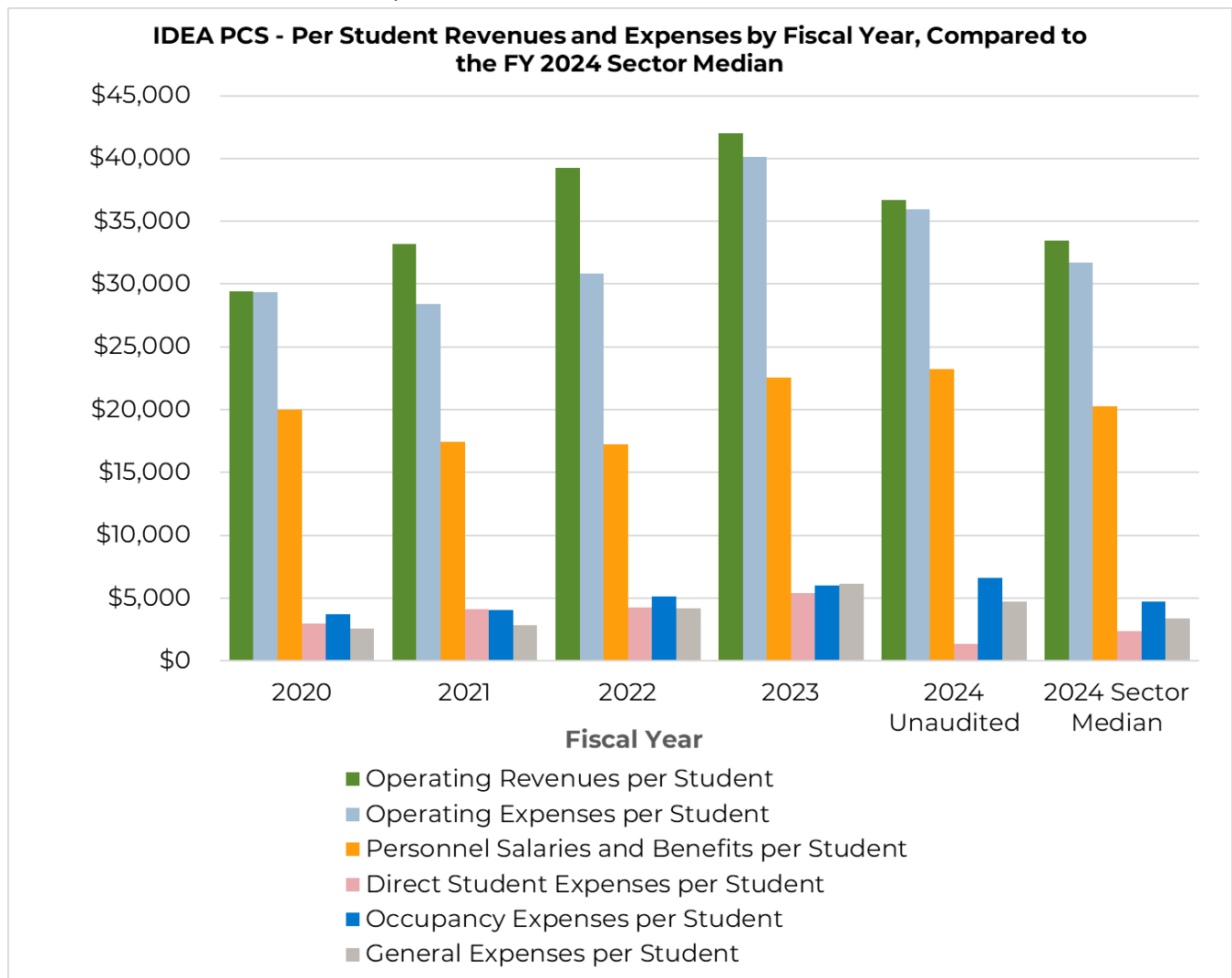
- In FY 2020, the 11% enrollment decrease contributed to a \$0.5M (5%) decrease in operating revenues. However, the operating revenues reduction was not fully offset by the \$0.1M (1%) decrease in operating expenses. This resulted in a \$36K change in net assets and a 0% change in net assets margin.

- The change in net assets margin increased significantly to 15% in FY 2021, as the change in net assets increased from \$36K to \$1.5M. These increases were mainly due to three factors: 1) a \$1.0M Paycheck Protection Program (PPP) loan received in April 2020, which was recognized as revenue upon its forgiveness in FY 2021; 2) an increase of \$0.8M (11%) in DC funding, resulting from a 9% enrollment increase; and 3) effective cost management.
- The change in net assets margin continued to increase in FY 2022 to 21%, as the change in net assets also continued to increase by 84%, from \$1.3M in FY 2021 to \$2.8M in FY 2022. This was mainly due to the LEA's continued enrollment increase. This resulted in a \$0.7M (9%) increase in DC funding and the recognition of an additional \$1.0M in pandemic-related federal funding.
- In FY 2023, the change in net assets margin decreased to 4%, as the change in net assets decreased by \$2.2M (79%). This was mainly due to a \$1.4M (19%) increase in personnel salaries and benefits and a \$0.5M (35%) increase in general expenses to write off unallowable expenses under a federal grant. From FY 2022 to FY 2023, personnel salaries and benefits increased significantly despite the enrollment decrease of 27 students (8%), as the LEA budgeted for 11% higher enrollment and did not timely right size its budget to align with its actual enrollment.

Occupancy Expenses

The LEA owns its facility located at 1027 45th Street NE. Occupancy expenses as a percentage of facilities allowance increased progressively each year of the review period, from 112% in FY 2020 to 183% in FY 2024, significantly above the 126% sector median. However, IDEA PCS's FY 2024 audited financial statements show that the LEA spent 123% of its facilities allowance on occupancy expenses, net of rental income from the subletting of a portion of its facility. The sublease is scheduled to end at FYE 2025 but may be extended for an additional three consecutive five-year terms.

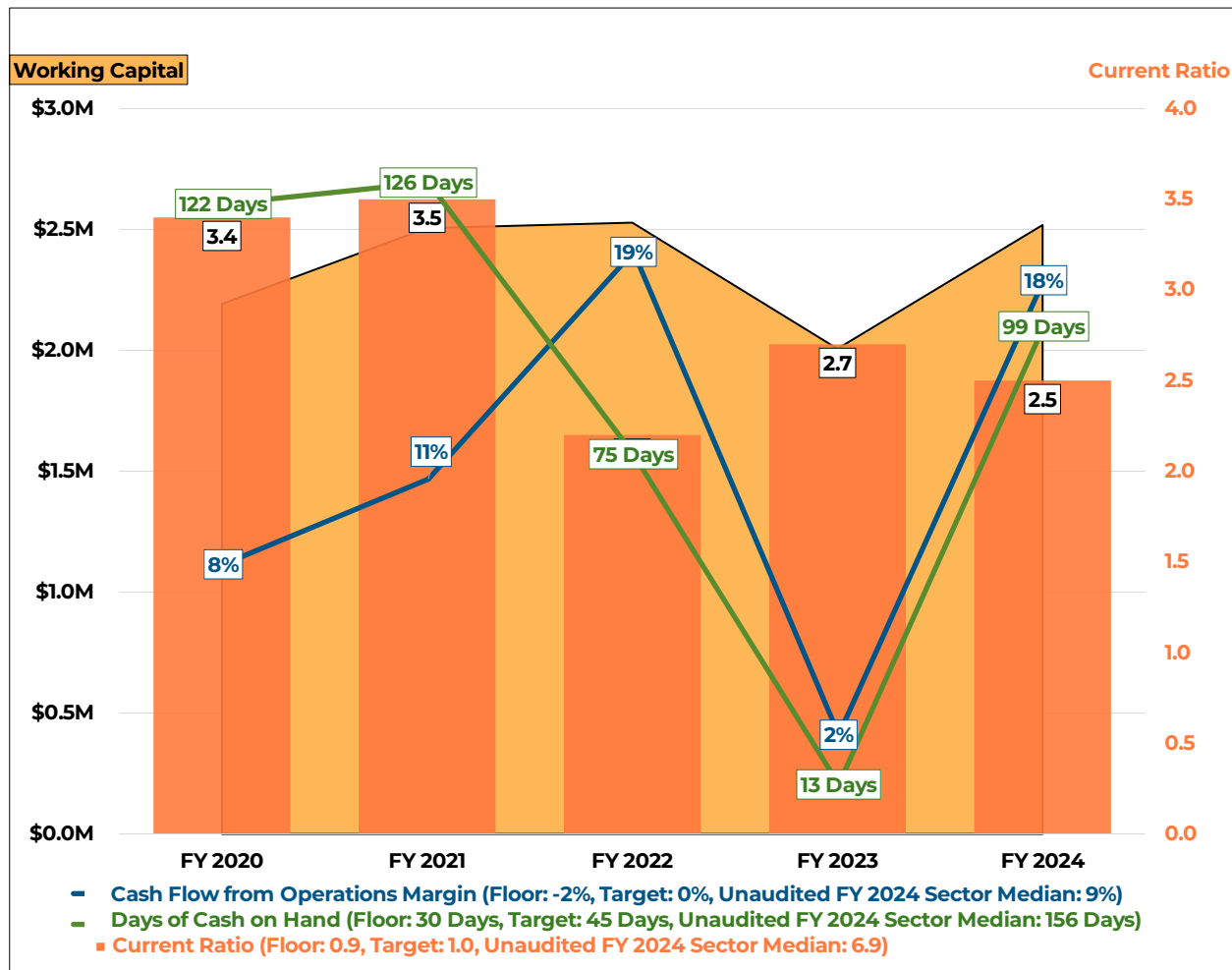
Per Student Revenue and Expenses



In FY 2023, IDEA PCS's personnel salaries and benefits per student increased to \$22.6K, above the \$17.4K FY 2023 sector median, mainly due to the lack of adequate rightsizing of the LEA's expenses to serve lower-than-budgeted enrollment. However, per FY 2024 audited financial statements, this figure decreased to \$22.1K in FY 2024, more closely aligned with the \$20.3K FY 2024 sector median. FY 2024 audited financial statements also reflect \$3.5K direct student expenses per student, decreasing from \$5.4K in FY 2023 (also more closely aligned with the \$2.4K FY 2024 sector median).

Liquidity

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



As a result of a \$1.0M PPP loan received in April 2020, working capital increased by \$1.1M (107%) in FY 2020. Consistent with the working capital increases, days of cash on hand reached 122 days at FYE 2020. Cash flow from operations margin increased from 8% in FY 2020 to 11% in FY 2021, approaching the 12% FY 2021 sector median. Additionally, days of cash on hand grew by 7% to 126 days, almost three times the 45-day target. Days of cash on hand decreased from 126 days at FYE 2021 to 75 days at FYE 2022, mainly due to \$3.1M of net cash used in investing activities to finance building improvements and \$0.3M of net cash used in financing activities. These net cash outflows were only partially covered by the \$2.5M net cash inflow from operations. By FYE 2023, the LEA's liquidity, as measured by days of cash on hand, decreased to 13 days, which was below the LEA's budgeted 57 days and the 30-day floor set by DC PCSB. The worsening of the LEA's liquidity in FY 2023 was mainly due to the lack of adequate rightsizing of the LEA's expenses to serve the lower-than-budgeted enrollment and the higher-than-budgeted construction costs for facility

renovations that ended in November 2022. Restated FY 2024 audited financial statements show that, under new leadership, the LEA returned to healthier 95 days of cash on hand at FYE 2024 (four days below the 99 days reflected in the school's FY 2024 unaudited financial statement and in the above chart).

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

In response to IDEA PCS's decreasing days of cash on hand to concerningly low levels in FY 2023, DC PCSB included the LEA on its Monitoring List in FY 2023 Q3. Since then, DC PCSB has exercised increased oversight over the LEA's financial management, financial stability, and path to return to healthy liquidity.

After the receipt and review of IDEA PCS's FY 2024 audited financial statements in December 2024, DC PCSB staff identified an instance of inaccurate reporting that affected both the FY 2024 and the FY 2021 comparative statements in the FY 2022 audited financial statements.

- The school's original FY 2024 audited financial statements were inaccurate because the school had failed to timely transfer \$2.4M from its restricted account to its operating account at the end of the fiscal year and disclose this amount as available for operations. Therefore, the FY 2024 audited financial statements were restated to disclose that \$2.4M of the \$2.5M cash and cash equivalents in the restricted account at FYE 2024 were available for operations.
- Similarly, the FY 2021 comparative financial statements in the FY 2022 audited financial statements were inaccurate because the school had failed to timely transfer \$1.7M from its restricted account to its operating account at the end of the fiscal year and disclose the amount as available for operations. Therefore, the FY 2022 audited financial statements were restated to disclose that \$1.7M of the \$1.8M cash and cash equivalents in the restricted account at FYE 2021 were available for operations.

At the time of writing this report, the school's auditor issued restated financial statements for both FY 2024 and FY 2022. In February 2025, DC PCSB issued a citation for fiscal concern to the school due to the internal control oversight that caused the lack of timely transfer of funds from the restricted account to the operating account and the inaccurate reporting of cash and cash equivalents available for operations.

DC PCSB will periodically reassess the LEA's liquidity progress, internal controls over operations and financial reporting strength, and continued inclusion in the Monitoring List.