



Shantelle Wright
Board Chair

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

July 23, 2025

Via Electronic Mail

Andria Wisler
Board Chair

Karen Venable-Croft
Executive Director

Girls Global Academy Public Charter School
773 8th Street NW
Washington, DC 20001

Re: Five-Year Charter Review of Girls Global Academy Public Charter School

Dear Dr. Wisler and Ms. Venable-Croft:

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 Girls Global Academy Public Charter School.

DC PCSB staff prepared a comprehensive review report assessing the school's performance against the standard set by law.² On April 4, 2025 and May 20, 2025, DC PCSB shared a draft of the report and invited feedback. DC PCSB staff reviewed the school's input and, where appropriate, incorporated it into a revised report that formed the basis of a formal staff proposal to the DC PCSB Board recommending charter continuance with conditions.

At the public board meeting on June 23, 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: Girls Global Academy Public Charter School

DATE: June 23, 2025

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to conditionally continue the charter of Girls Global Academy Public Charter School (Girls Global PCS).¹ This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.²

Charter Review Findings

DC PCSB staff conducted a five-year charter review of Girls Global PCS, as required by the School Reform Act (SRA).³ 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 The school responded to the draft preliminary report, originally shared on April 4, 2025. You may view the school's response here: <https://bit.ly/3Gb4WjE>.

² 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>.

³ D.C. Code §§ 38-1802 et seq.

fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings	
Review Period	School year (SY) 2020 – 21 through SY 2023 – 24
Charter Goals	Girls Global PCS partially met its charter goals in SY 2022 – 23 and did not meet its charter goals in SY 2023 – 24.
Compliance	Girls Global PCS did not materially violate the law or its charter.
Finance	Girls Global PCS did not display a pattern of fiscal mismanagement and is economically viable.

Girls Global PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to earning an average PMF score for school years 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 40.0%.⁴ 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.^{5,6} Consequently, for this review period, DC PCSB staff assessed Girls Global 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

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)

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 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.

⁶ Girls Global PCS began operation in SY 2020 – 21. Therefore, the review period for Girls Global PCS does not include SY 2019 – 20.

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

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.

accountability system.⁹ Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

Girls Global PCS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24.¹⁰ In SY 2022 – 23, Girls Global PCS partially met the transitional goals pathway by 1) exceeding state/sector performance on two of six transitional goals measures and 2) improving performance from the prior school year on an additional two measures. Therefore, the school met or exceeded state/sector performance or improved in four of six transitional goals measures. In SY 2023 – 24, Girls Global 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.

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

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

DC PCSB staff also evaluated the school's fiscal management. DC PCSB staff determined that the school has not engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable. However, due to budgeted reliance on private contributions to maintain above-target days of cash on hand and declining enrollment, the school has been included in DC PCSB's Financial Monitoring List since December 2024.¹³

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 Girls Global PCS's goal attainment.

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

¹² See the QSR section in the attached report for further details about the school's QSR performance.

¹³ The Financial 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 Financial 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 Financial Monitoring List, DC PCSB staff typically engages in 1) additional monitoring (including more frequent interim financial statements, deeper financial statement and budget reviews, 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>.

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.¹⁴

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

1. Girls Global PCS and DC PCSB must execute a charter agreement amendment by July 21, 2025 that commits the school to the following:
 - a. Girls Global PCS must fully or substantially meet a *Charter Goals Policy* pathway in SY 2024 – 25.¹⁵ If Girls Global 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 Girls Global PCS meets the above expectations for SY 2024 – 25 academic performance, then Girls Global PCS must fully meet a *Charter Goals Policy* pathway in SY 2025 – 26.¹⁶ If Girls Global 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.
2. Girls Global PCS must inform its families of conditions 1a and 1b above (using a template provided by DC PCSB) by July 22, 2025, ensuring families' awareness of the potential for school closure should the conditions not be satisfied.

If the school does not sign a charter agreement amendment by July 21, 2025, DC PCSB staff recommends that the Board vote to initiate revocation proceedings of Girls Global PCS.

Rationale

For both SY 2022 – 23 and SY 2023 – 24, Girls Global PCS had three available *Charter Goals Policy* goal attainment pathways. The school did not fully meet a pathway in either year, and its goal attainment declined from SY 2022 – 23 to SY 2023 – 24. In SY 2023 – 24, the school failed to meet the targets or demonstrate progress in at least half of the measures in any applicable pathway. Moreover, the school's overall performance on some critical measures of quality—including English language arts (ELA) and math performance—was concerningly low during the review period.

¹⁴ The report will be finalized following the Board's vote on the school's continuance.

¹⁵ 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>.

¹⁶ 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>.

Girls Global PCS's ELA state assessment proficiency rates significantly lagged state rates in SY 2022 – 23 and SY 2023 – 24 and declined steadily from 26.9% in SY 2021 – 22 to 17.8% in SY 2023 – 24. In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median conditional growth percentile (CGP) of 50 on the Northwest Education Association Measures of Academic Progress (NWEA MAP) in ELA, indicating that Girls Global PCS students grew slower than their academically similar peers nationwide. In SY 2023 – 24, the school did not meet the state rate for ELA state assessment growth-to-proficiency. This indicates that the average growth toward OSSE-defined targets for Girls Global PCS students was lower than the average growth of all DC high school students who took the state ELA assessment.¹⁷

In both SY 2022 – 23 and SY 2023 – 24, Girls Global PCS's math state assessment proficiency rates were less than 5.0%, compared to state rates of 10.6% and 11.1%, respectively. 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 Girls Global PCS students grew slower than their nationwide academically similar peers in math performance. In SY 2023 – 24, the school did not meet the state rate for math state assessment growth-to-proficiency. This indicates that the average growth toward OSSE-defined targets for Girls Global PCS students was lower than the average growth of all DC high school students who took the state math assessment.

Despite the performance concerns outlined above, DC PCSB staff recommends the Board use its discretion to continue the school's charter with conditions. Girls Global PCS began operation during the COVID-19 pandemic, a period of unprecedented disruption to education. As a new school, it faced challenges beyond those of established schools, including: 1) difficulty recruiting and enrolling students, 2) difficulty fostering a cohesive school culture in an unpredictable learning environment, and 3) the need to create and refine an academic model while constantly shifting between remote, hybrid, and in-person instruction. Additionally, Girls Global PCS demonstrated promise on some key measures of college and career readiness during the review period. The school demonstrated strong performance in AP/IB/DE/CTE, Scholastic Aptitude Test (SAT)/ American College Test (ACT), SAT/ACT evidence-based reading and writing (ERW), and SAT/ACT math.¹⁸ As a growing high school, Girls Global PCS first became eligible for all four of these measures in SY 2023 – 24. In SY 2023 – 24, Girls Global PCS met or exceeded the sector rate in all four measures.

¹⁷ See 2024 DC School Report Card Technical Guide for details about OSSE-defined targets for growth-to-proficiency measures: <https://bit.ly/3DvpLoS>.

¹⁸ 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.

The proposed academic conditions require Girls Global PCS to make prompt and significant improvements to its core academic programming. The *Charter Goals Policy* pathways the school must meet measure critical indicators of academic quality—including ELA and math proficiency and growth—as well as indicators of school environment, including re-enrollment. For SY 2024 – 25, Girls Global 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.¹⁹ For SY 2025 – 26, the school must demonstrate satisfactory or strong student outcomes or—at DC PCSB’s discretion—improve from SY 2024 – 25.²⁰ 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.²¹ Importantly, the conditions require Girls Global PCS to relinquish its charter if it continues to demonstrate concerning low performance in SY 2024 – 25 and SY 2025 – 26.

Charter Review Standard

The SRA stipulates that DC PCSB “shall review [a school’s] charter at least once every [five] years.”²² 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.²³

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.²⁴

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

¹⁹ 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/4cpui8l>. Pathway D (ASPIRE Improvement) allows Girls Global PCS to meet its goals by demonstrating improvement from its SY 2023 – 24 ASPIRE score.

²⁰ 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/4cpui8l>.

²¹ 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.

²² D.C. Code § 38-1802.12(a)(3).

²³ D.C. Code § 38-1802.13(a).

²⁴ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.²⁵

Background

Girls Global PCS began operation in SY 2020 – 21 under authorization from DC PCSB. The school currently educates 183 students in grades 9 – 12. The school operates one campus located in Ward 2. Girls Global PCS's mission is, "To foster pathways to lead and learn."

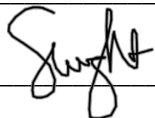
Notification

On March 11, 2025, DC PCSB staff notified the following Advisory Neighborhood Commissioners (ANCs) of the school's five-year charter review, originally scheduled for April 28, 2025: Michael Shankle (2C01), Nancy Groth (2C02), Thomas Lee (2C03), and Jim Swart (2C04). On April 21, DC PCSB staff notified the ANCs that the school's charter review was rescheduled for June 2, 2025. On June 2, 2025, DC PCSB staff notified the ANCs that the school's charter review was rescheduled for June 23, 2025. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.²⁶

Attachment to this Proposal

Attachment A: Girls Global PCS Five-Year Preliminary Charter Review Report

Date: <u>June 23, 2025</u>
DC PCSB Action: <u>X</u> Approved ____ Approved with Changes ____ Rejected
Changes to the Original Proposal:

Board Chair Signature: 

²⁵ D.C. Code § 38-1802.13(b).

²⁶ See the notice here: <https://bit.ly/456mWWx>.



2024 – 25 Five-Year Charter Review Report Girls Global Academy Public Charter School

June 23, 2025

DC Public Charter School Board
100 M Street SE, Suite 400
Washington, DC 20003
(202) 328-2660
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Appendices: <https://bit.ly/43xJ2Aw>

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

Girls Global Academy Public Charter School (Girls Global PCS)²	
Review or Renewal	Five-year charter review
Review Period	School year (SY) 2020 – 21 through SY 2023 – 24
Charter Goals	Girls Global PCS partially met its charter goals in SY 2022 – 23 and did not meet its charter goals in SY 2023 – 24.
Compliance	Girls Global PCS did not materially violate the law or its charter.
Finance	Girls Global PCS did not display a pattern of fiscal mismanagement and is economically viable.
Board Vote	The Board voted 5 – 1 to conditionally continue Girls Global 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 five-year charter review of Girls Global 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)

Girls Global PCS adopted the Performance Management Framework (PMF) as its charter goals and committed to earning an average PMF score for school years 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 40.0%.^{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, 7} Consequently, for this review period, DC PCSB assessed Girls Global 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*.⁸

² See Girls Global PCS’s Charter Agreement, Appendix A. All appendices are located here: <https://bit.ly/43xJ2Aw>.

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 Girls Global PCS’s Charter Agreement, Appendix A.

⁶ Per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB ceased collection, aggregation, and publication of academic data for SY 2019 – 20 and SY 2020 – 21 and did not produce the PMF for those years. (See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. This policy has been superseded by the *Charter Goals Policy*.) In September 2021, DC PCSB announced its plan to revise its accountability system. Consequently, DC PCSB did not resume production of the PMF.

⁷ Girls Global PCS began operation in SY 2020 – 21. Therefore, the review period for Girls Global PCS does not include SY 2019 – 20.

⁸ 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,⁹ a nationally normed growth assessment, or the Office of the State Superintendent of Education's (OSSE's) accountability system.¹⁰ Per the policy, a school need only satisfy one pathway in each school year to meet its goals.

Girls Global PCS did not fully meet any goal attainment pathway in SY 2022 – 23 or SY 2023 – 24.¹¹ In SY 2022 – 23, Girls Global PCS partially met the transitional goals pathway by 1) exceeding state/sector performance on two of six transitional goals measures and 2) improving performance from the prior school year on an additional two measures. Therefore, the school met or exceeded state/sector performance or improved in four of six transitional goals measures. In SY 2023 – 24, Girls Global 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.

Girls Global PCS demonstrated significant academic concerns on multiple indicators, including proficiency and growth in both English language arts (ELA) and math.

- *ELA proficiency:* Girls Global PCS's ELA state assessment proficiency rates significantly lagged state rates in SY 2022 – 23 and SY 2023 – 24 and declined steadily from 26.9% in SY 2021 – 22 to 17.8% in SY 2023 – 24.
- *ELA growth:* In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median conditional growth percentile (CGP) of 50 on the Northwest Education Association Measures of Academic Progress (NWEA MAP) in ELA, indicating that Girls Global PCS students were growing slower than their academically similar peers nationwide. In SY 2023 – 24, the school did not meet the state rate for ELA state assessment growth-to-proficiency. This indicates that the average growth toward OSSE-defined targets for Girls Global PCS students was lower than the average growth of all DC high school students that took the state ELA assessment.¹²
- *Math proficiency:* In both SY 2022 – 23 and SY 2023 – 24, Girls Global PCS's math state assessment proficiency rates were less than 5.0%, compared to state rates of 10.6% and 11.1%, respectively. The school's math proficiency rate increased slightly from SY 2021 – 22 to SY 2022 – 23 and declined in SY 2023 – 24.
- *Math growth:* In SY 2022 – 23 and SY 2023 – 24, the school significantly lagged the median CGP of 50 on the NWEA MAP, indicating that students at Girls Global PCS were growing more slowly than their nationwide academically similar peers in math

⁹ "Transitional goals" refers to standard measures that DC PCSB historically collected from schools such as English language arts and math proficiency, re-enrollment, and in-seat attendance. In school years 2021 – 22, 2022 – 23, and 2023 – 24, DC PCSB collected transitional goals data from all schools to support evaluation during the COVID-19 recovery period.

¹⁰ 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.

¹¹ See Section One of this report for more detail about Girls Global PCS's goal attainment.

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

performance. In SY 2023 – 24, the school did not meet the state rate for math state assessment growth-to-proficiency. This indicates that the average growth toward OSSE-defined targets for Girls Global PCS students was lower than the average growth of all DC high school students that took the state math assessment.

However, Girls Global PCS demonstrated strong performance in AP/IB/DE/CTE, Scholastic Aptitude Test (SAT)/ American College Test (ACT), SAT/ACT evidence-based reading and writing (ERW), and SAT/ACT math.¹³ As a growing high school, Girls Global PCS first became eligible for all four of these measures in SY 2023 – 24. In SY 2023 – 24, Girls Global PCS met or exceeded the sector rate in all four measures.

SY 2023 – 24 was also the first year in which DC PCSB could measure a four-year graduation rate and a college acceptance rate for Girls Global PCS. Girls Global PCS underperformed the sector rates by 5.0 and 9.1 percentage points, respectively.

Separate and apart from the school's goal attainment, during the Qualitative Site Review (QSR), observations of Girls Global PCS's programming rated just below proficient in the classroom environment and instruction domains.^{14, 15}

Compliance

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

Finance

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

However, due to budgeted reliance on private contributions to maintain above-target days of cash on hand and declining enrollment, the school has been included in DC PCSB's Financial Monitoring List since December 2024.¹⁶

¹³ 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.

¹⁴ 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."

¹⁵ See the QSR section on page 21 of this report for further details about the school's QSR performance.

¹⁶ The Financial 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 Financial 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 Financial Monitoring List, DC PCSB staff typically engages in 1) additional monitoring (including more frequent interim financial statements, deeper financial statement and budget reviews, analysis with increased scrutiny, budget and forecast revisions, and additional information requests), and 2) discussions

Staff Recommendation

When a school at its five-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.¹⁷ Girls Global PCS began operation during the COVID-19 pandemic—a period of unprecedented disruption to education. As a new school, it faced challenges beyond those of established schools, including: 1) difficulty recruiting and enrolling students, 2) difficulty fostering a cohesive school culture in an unpredictable learning environment, and 3) the need to create and refine an academic model while constantly shifting between remote, hybrid, and in-person instruction. Despite these challenges, Girls Global PCS demonstrated promise on some key measures of college and career readiness during the review period. In SY 2023 – 24—the first year for which Girls Global PCS served 12th grade—the school exceeded sector rates in all three SAT/ACT measures. This includes SAT/ACT, SAT/ACT College and Career Ready: Evidence-Based Reading and Writing (ERW), and SAT/ACT College and Career Ready: Math. Additionally, the school met the sector rate in AP/IB/DE/CTE.

Board Vote

At its public meeting on June 23, 2025, the DC PCSB Board voted 5 – 1 to continue Girls Global PCS's charter with the following conditions:

1. Girls Global PCS and DC PCSB must execute a charter agreement amendment by July 21, 2025 that commits the school to the following:
 - a. Girls Global PCS must fully or substantially meet a *Charter Goals Policy* pathway in SY 2024 – 25.¹⁸ If Girls Global 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 Girls Global PCS meets the above expectations for SY 2024 – 25 academic performance, then Girls Global PCS must fully meet a *Charter Goals Policy* pathway in SY 2025 – 26.¹⁹ If Girls Global 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.

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/42QGggE>.

¹⁷ The school responded to the draft preliminary report, originally shared on April 4, 2025. You may view the school's response here: <https://bit.ly/3Gb4WjE>.

¹⁸ 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/4cpui81>.

¹⁹ 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/4cpui81>.

2. Girls Global PCS must inform its families of conditions 1a and 1b above (using a template provided by DC PCSB) by July 22, 2025, ensuring families' awareness of the potential for school closure should the conditions not be satisfied.

If the school did not sign the charter agreement amendment by July 21, 2025, DC PCSB staff recommended that the Board vote to initiate revocation proceedings of Girls Global PCS. The school and DC PCSB executed the charter agreement amendment on July 21, 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

Girls Global PCS			
Year Opened	SY 2020 – 21	Ward(s)	2
Number of Campuses	1	Year(s) of Previous Review	NA
Chartered Grade Span	9 – 12	Current Enrollment Ceiling	450
Audited Enrollment and Grade Span (SY 2024 – 25)			
183, 9 – 12			
Mission Statement			
To foster pathways to lead and learn.			

School Overview

Girls Global PCS began operation in 2020 under authorization from DC PCSB. The local education agency (LEA)²⁰ originally served students in grade 9. It grew by one grade each year until it reached maturation in SY 2023 – 24, serving grades 9 – 12.

Girls Global PCS is the only tuition-free, all-girls high school in DC. The LEA's programming is grounded in four pillars: sisterhood, scholarship, service, and safety.²¹ Girls Global PCS students participate in weekly community meetings that involve team-building activities and mindfulness sessions. Opportunities such as The Field Academy, a one-week educational immersion trip to the Eastern Shore and Philadelphia, allow students to bond outside of the classroom. Girls Global PCS's academic programming emphasizes science, technology, engineering, and mathematics (STEM). The school offers International Baccalaureate (IB) Career Program pathways in engineering and business.

The school is implementing efforts to build students' sense of safety and belonging. Staff have been trained in restorative and trauma-informed conflict resolution practices. The school employs a wellness specialist, a licensed clinical social worker, and a behavioral therapist who support students' and families' social-emotional wellness.

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

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

Enrollment and Demographic Data

Girls Global PCS enrolls students from every ward in the District.²² In SY 2023 – 24, nearly half of all Girls Global PCS students lived in Wards 5 and 8. Most of the remaining students lived in Wards 4, 6, and 7. The tables below show the LEA's enrollment history.²³

Enrollment Measure	School Year			
	2020 – 21	2021 – 22	2022 – 23	2023 – 24
Audited Enrollment ²⁴	65	155	163	210
Enrollment Projections ²⁵	80	153	120	211
Enrollment Ceiling ²⁶	90	180	300	425

Grade	School Year			
	2020 – 21	2021 – 22	2022 – 23	2023 – 24
9	65	89	64	60
10	–	66	53	62
11	–	–	46	43
12	–	–	–	45

²² 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>.

²³ The "–" symbol notes campuses that do not or did not enroll the corresponding grade(s) or student group(s).

²⁴ OSSE conducts an annual enrollment audit to determine the number of students at each public school in the District.

²⁵ 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.

²⁶ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students for which the school can receive per pupil funding during each school year.

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

Student Group	Percentage Enrolled
At-Risk Students ²⁷	60.5%
Economically Disadvantaged Students ²⁸	56.7%
Emerging Multilingual Learners (EML) ²⁹	3.3%
Students with Disabilities (SWD) ³⁰	27.6%
American Indian or Alaska Native	0.0%
Asian	0.5%
Black or African American	82.9%
Hispanic/Latino	13.3%
Multiracial	2.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	0.5%

School Climate

The charts below report Girls Global 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.³¹ Isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities. For a full report on Girls Global PCS's school environment measures across the review period, please see Appendix C.

²⁷ 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.

²⁸ Economically disadvantaged” students are defined as meeting one or more of criteria a, b, or c, described in the prior footnote.

²⁹ 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.

³⁰ 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.

³¹ In the following tables, the EML student group includes active EML students only. (Monitored Years 1 – 4 EML students are not included.) An “active EML student” is a student currently participating in EML programming. A “monitored EML student” is a student who has met the English language proficiency level to exit EML programming. After exiting EML programming, students are monitored for four years to ensure they did not exit the program prematurely.

Key for OSS and MYW Rates	
Blue	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 ³²

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.³³

As the OSS charts below and in Appendix C show, Girls Global PCS's OSS rates for all students, at-risk students, EML, and SWD were consistently higher than corresponding sector averages from SY 2021 – 22 through SY 2023 – 24. Of particular concern, Girls Global PCS's OSS rates for at-risk students and SWD consistently outpaced sector rates by more than 10 percentage points.

Two-Year Average ³⁴ OSS Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Girls Global PCS	9 – 12	19.9%	24.8%	22.2%	24.8%
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.³⁵

As the MYW charts below and in Appendix C show, Girls Global PCS's MYW rates for all students, at-risk students, EML, and SWD were consistently higher than corresponding sector averages from SY 2021 – 22 through SY 2023 – 24.

Two-Year Average MYW Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Girls Global PCS	9 – 12	11.3%	13.4%	11.8%	14.6%
Sector		8.5%	12.2%	3.7%	8.3%

³² DC PCSB does not report values when the n-size is less than 10.

³³ 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).

³⁴ Each table in this section reports two-year average rates for school years 2022 – 23 and 2023 – 24.

³⁵ The student universe for MYW includes audited students only.

ISA

The ISA rate is the percentage of students who were present each day.³⁶

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

Two-Year Average ISA Rates (SY 2022 – 23 and SY 2023 – 24)					
School/Sector	Grade Band	All Students	At-Risk Students	EML	SWD
Girls Global PCS	9 – 12	81.7%	78.6%	77.9%	81.6%
Sector		84.7%	81.3%	87.5%	82.2%

Communication with the School

In August 2024, DC PCSB staff conducted an Effective Organization Meeting with Girls Global PCS board members and staff to discuss concerns about the school's academic and financial performance ahead of its five-year review.³⁷ 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 low proficiency rates in ELA and math for SY 2022 – 23. DC PCSB also raised financial concerns related to liquidity and sustainability, including low cash on hand and high occupancy expenses.

Girls Global PCS school leaders acknowledged challenges affecting the school's academic performance in SY 2022 – 23. Challenges included serving a high proportion of students with disabilities, student attendance and post-pandemic readjustment, and supporting a new cohort of teachers annually (as the school grows). School leaders discussed plans for boosting academic performance, including establishing an academic leadership team to support teachers with differentiated instruction. The school shifted its multi-tiered system of supports to an earlier intervention timeline and hired a full-time EML instructor.

School leaders also discussed strategies to boost financial performance, including reducing expenses not directly related to academic programming, achieving rent reductions, and maintaining strong internal controls.

³⁶ DC PCSB recently changed its business rules for calculating ISA rates to align with attendance measures evaluated in its accountability system, ASPIRE. For SY 2020 – 21 and SY 2021 – 22, Girls Global PCS's ISA rates include students who were enrolled for at least 10 instructional days. For SY 2022 – 23 and SY 2023 – 24, Girls Global PCS's ISA rates include students who were enrolled for more than 20 instructional days.

³⁷ See the invitation and follow-up letters for the August 2024 meeting, Appendices D1 – D2.

In November 2024, DC PCSB staff met with Girls Global PCS staff to discuss the school's five-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.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”³⁸ 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.³⁹

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.⁴⁰

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.⁴¹

³⁸ D.C. Code § 38-1802.12(a)(3).

³⁹ D.C. Code § 38-1802.13(a).

⁴⁰ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁴¹ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years.

In July 2020,⁴² Girls Global PCS adopted the PMF as its charter goals.⁴³ In doing so, the LEA agreed to the following review standard:

The [s]chool. . . will be deemed to have met its goals and academic achievement expectations if each individual campus. . . at its fifth-year charter review, obtains an average PMF score for school years 2020 – 21, 2021 – 22, 2022 – 23, and 2023 – 24 equal to or exceeding 40.0%.

As previously noted, DC PCSB did not assess goal attainment for school years 2019 – 20, 2020 – 21, or 2021 – 22 and ceased producing the PMF after SY 2018 – 19.^{44, 45} For SY 2022 – 23 and SY 2023 – 24, DC PCSB resumed goal attainment assessment using pathways established in its *Charter Goals Policy*.⁴⁶

Girls Global PCS's goal attainment results are as follows:

Girls Global PCS Goal Attainment			
2020 – 21	2021 – 22	2022 – 23	2023 – 24
NA		Partially Met	Not Met

The remainder of Section One contains:

1. An overview of the goal attainment pathways in the *Charter Goals Policy* applicable to Girls Global PCS;
2. An explanation of Girls Global 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 Girls Global PCS's goal attainment assessment.⁴⁷

⁴² See Girls Global PCS's Charter Agreement, Appendix A.

⁴³ For details, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/2D2lvqc>.

⁴⁴ See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁴⁵ Girls Global PCS began operation in SY 2020 – 21. Therefore, the review period for Girls Global PCS does not include SY 2019 – 20.

⁴⁶ See the *Charter Goals Policy* here: <https://bit.ly/4cpui8l>.

⁴⁷ 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 Girls Global PCS is not available because the school had fewer than 10 eligible test-takers throughout this review period.

Appendix E shows Girls Global 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.⁴⁸ 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 Girls Global PCS.

Goal Attainment Pathways	
Pathway	How to Meet the Pathway
A: Individually Negotiated Goals	NA ⁴⁹
B: Transitional Goals ⁵⁰	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. ^{51, 52}
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

⁴⁸ 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>.

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

⁵⁰ Transitional goals measures include standard academic measures (to the extent available) and certain additional data by grade band, as specified in the *Charter Goals Policy*.

⁵¹ 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.

⁵² 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.

Girls Global PCS's Goal Attainment Pathway Performance

SY 2022 – 23 Performance

In SY 2022 – 23, Girls Global PCS did not fully meet any pathway. Girls Global PCS partially met Pathway B by exceeding state/sector performance on two of six transitional goals measures and improving performance from the prior school year on an additional two transitional goals measures. See the Pathway B Performance section on page 16 for details about Girls Global PCS's performance on Pathway B.

SY 2023 – 24 Performance

In SY 2023 – 24, Girls Global 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, Girls Global PCS failed to meet the criteria for a minimum of 50.0% of the measures on the pathway.⁵³ See the pathway B, C, and D performance sections on pages 16 – 21 for details about Girls Global PCS's performance on all pathways.

Girls Global PCS's Academic Performance Data by Pathway

Pathway B (Transitional Goals) Performance

For schools serving grades 9 – 12, transitional goals measures include, to the extent available: 9th grade on track; four-year adjusted cohort graduation rate (ACGR);⁵⁴ AP/IB/DE/CTE;⁵⁵ college acceptance; proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) or the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) assessment in ELA and math, indicated by the percentage of students scoring 4 or higher;⁵⁶ Preliminary Scholastic Aptitude Test (PSAT); SAT/ACT performance measures; ISA; and re-enrollment.

⁵³ 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.

⁵⁴ For high schools, DC PCSB typically assesses five-year AGCR. However, as of the writing of this report, Girls Global PCS is in its fifth year of operation. Therefore, this measure is not assessed.

⁵⁵ 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.

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

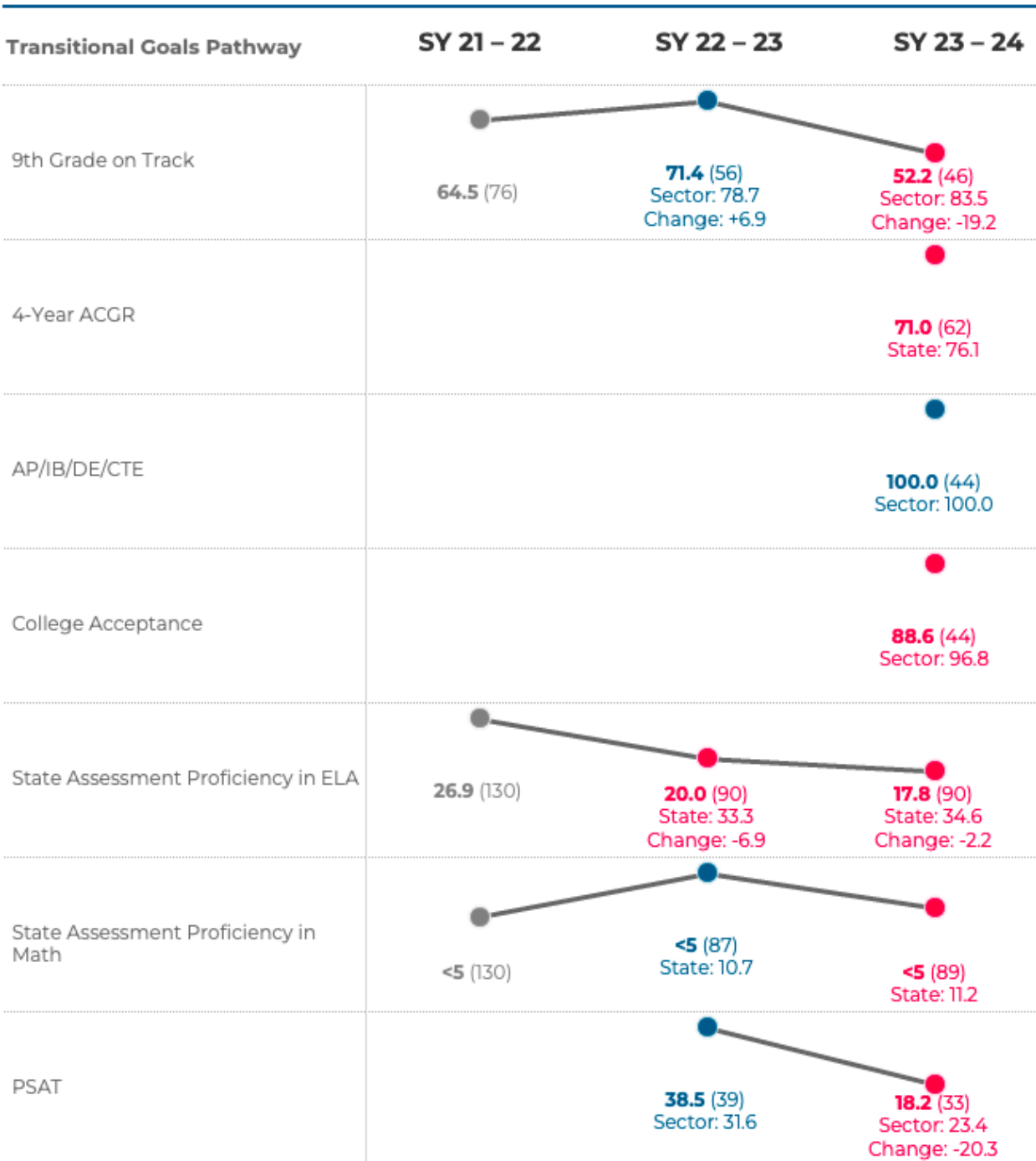
The chart below shows Girls Global PCS's performance on each applicable transitional goals measure in SY 2022 – 23 and SY 2023 – 24. (Per the Charter Goals Policy, DC PCSB uses SY 2021 – 22 school performance as a baseline to assess improvement in SY 2022 – 23.) The chart indicates whether the school's rate met the state or sector rate, and whether the school improved from its prior year performance.^{57, 58}

⁵⁷ 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.

⁵⁸ State/sector rates for elementary and/or middle schools are based on PK – 8 inclusive data, excluding outliers. Rates are not grade-band specific.

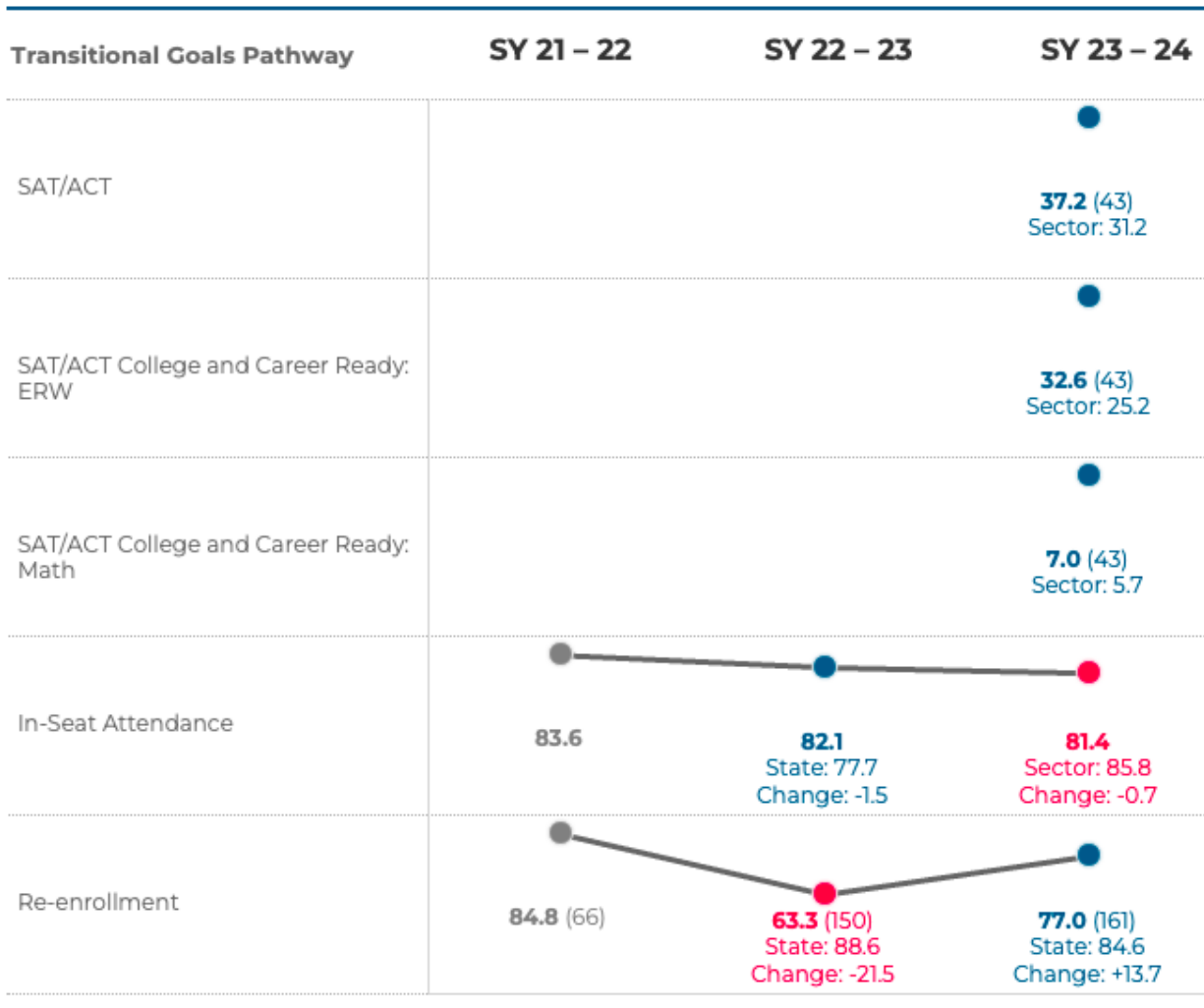
Rate (n-size)

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



Rate (n-size)

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



Data Notes:

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

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

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

In SY 2022 – 23, Girls Global PCS met or exceeded state/sector performance in two of six transitional goals measures: PSAT performance and ISA. The school demonstrated improvement in two additional transitional goals measures: 9th grade on track and state assessment proficiency in math. Girls Global PCS did not meet state/sector performance *nor* did it demonstrate improvement in two transitional goals measures: state assessment proficiency in ELA and re-enrollment.

In SY 2023 – 24, Girls Global PCS met or exceeded state/sector performance in four of 12 transitional goals measures: AP/IB/DE/CTE, SAT/ACT performance, SAT/ACT College and

Career Ready: ERW, and SAT/ACT College and Career Ready: Math. The school demonstrated improvement in one additional transitional goals measure: re-enrollment. The school did not meet state/sector performance, and DC PCSB was unable to assess improvement due to lack of measure applicability in the prior school year, in two transitional goals measures: four-year ACGR and college acceptance. Girls Global PCS did not meet state/sector performance *nor* did it demonstrate improvement in five transitional goals measures: 9th grade on track, PSAT performance, state assessment proficiency in ELA, state assessment proficiency in math, and ISA.

Pathway C (Growth) Performance

Girls Global PCS selected the NWEA MAP as its nationally normed growth assessment. The table below shows Girls Global PCS’s performance on the NWEA MAP math and reading assessments in SY 2022 – 23 and SY 2023 – 24. The table also shows Girls Global PCS’s growth to proficiency performance 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 22 – 23	SY 23 – 24
NWEA MAP: Reading	<5 (102) CGP: 50.0	<5 (100) CGP: 50.0
NWEA MAP: Math	18.0 (102) CGP: 50.0	<5 (100) CGP: 50.0
Growth to Proficiency ELA		24.6 (78) State: 50.1
Growth to Proficiency Math		30.9 (74) State: 49.5

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

In SY 2022 – 23, Girls Global PCS did not meet or exceed publisher growth criteria on the NWEA MAP in reading or math. DC PCSB was unable to assess improvement in the school’s NWEA MAP growth rates because the school did not administer the NWEA MAP in SY 2021 – 22.

In SY 2023 – 24, Girls Global PCS did not meet or exceed publisher growth criteria on the NWEA MAP in reading or math. Girls Global PCS did not meet or exceed the state growth to proficiency rate in ELA or math on the DC CAPE.

Pathway D (OSSE Accountability System) Performance

OSSE’s accountability system, the DC School Report Card, measures multiple aspects of school performance, including academic growth and achievement, college and career readiness, and school environment. The chart below shows Girls Global 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	27.3	21.9

In SY 2022 – 23, Girls Global PCS earned 27.3% on OSSE’s DC School Report Card, significantly below the target score of 40.0%.

In SY 2023 – 24, Girls Global PCS earned 21.9%, on OSSE’s DC School Report Card, significantly below the target score of 40.0%.

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*.^{59,60} From April 1 – 12, 2024, in anticipation of this review, DC PCSB staff conducted a QSR at Girls Global PCS.⁶¹ 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.

⁵⁹ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

⁶⁰ 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.

⁶¹ See Girls Global PCS QSR Report, Appendix F.

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.”⁶²

The following table reports Girls Global PCS’s average domain ratings.

Girls Global PCS’s Average Domain Ratings		
Observed Program	Classroom Environment	Instruction
Overall	2.94	2.74
Special Education	3.25	3.00

Overall, Girls Global PCS scored just below proficient in the classroom environment and instruction domains. QSR observers rated 80.6% of Girls Global PCS classrooms as “proficient” or “distinguished” in the classroom environment domain and 78.8% in the instruction domain.⁶³ In the classroom environment domain, observers noted teachers frequently monitored student behavior, and as a result, instances of student misbehavior were minor. Interactions between teachers and students and among students were uniformly respectful. In most classrooms, teachers highly regarded students’ abilities; however, in a few classrooms, teachers conveyed high expectations for only some students. In the instruction domain, observers noted that teachers clearly communicated what students would be learning. Additionally, in most classrooms, teachers used open-ended questions, inviting students to think and offer multiple possible answers. As a result, students engaged in rich discussions. In some classrooms, few materials and resources required student thinking, so only some students were engaged.

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

⁶² See pages 19 – 23 of the school’s QSR report in Appendix F for a detailed description of each performance level.

⁶³ 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 Girls Global 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.⁶⁴

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 Girls Global PCS's assignment review ratings in the table below.

Girls Global PCS Assignment Review Ratings		
Overall Rating	ELA Assignments	Math Assignments
Sufficient	4	3
Minimal	0	2
No Opportunity	1	0

⁶⁴ 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.”⁶⁵ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2020 – 21, Girls Global PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁶⁶

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.⁶⁷

Girls Global PCS Procurement Contract Compliance		
Fiscal Year (FY)	Reported Procurement Packages	Early Warning Notices
2021 ⁶⁸	3	0
2022	2	0
2023	9	0
2024	11	0

Currently, DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements DC PCSB will continue to closely monitor the school's compliance to ensure Girls Global PCS reports all procurement contracts in adherence with the *Procurement Contract Submission and Conflict of Interest Policy*.

⁶⁵ D.C. Code § 38-1802.12(a)(3).

⁶⁶ See Girls Global PCS's Compliance Review Reports, Appendices G1 – G4.

⁶⁷ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/4bNG2jK>.

⁶⁸ Girls Global PCS began operation in FY 2021.

Emerging Multilingual Learner Compliance

DC PCSB Audit and Monitoring Actions

Pursuant to the *Emerging Multilingual Learner Audit and Monitoring Policy*, DC PCSB staff regularly reviews each LEA's EML data and practices. DC PCSB staff determines 1) whether public charter schools are compliant with local and federal laws pertaining to EML students and 2) whether the LEA's provision of services is equitable for EML students.⁶⁹

In SY 2023 – 24, DC PCSB flagged Girls Global Academy PCS for an audit for its performance on the ACCESS test, which measures EML students' English language development. DC PCSB recommended the school:

- Consider EML data when creating student and teacher schedules for SY 2024 – 25;
- Continue the collaboration between the EML teacher and content teachers and carve out intentional time for the EML and content teacher to co-plan, co-assess, and co-reflect on instructional strategies and push-in services; and
- Assess and iterate current engagement strategies around the ACCESS test so that families, students, and staff understand how ACCESS, language acquisition and academic content are connected to ensuring students meaningfully engage and participate in the classroom.

Girls Global Academy PCS is currently implementing the above recommendations and DC PCSB is monitoring the school's ACCESS and academic growth outcomes for EML students.

Special Education Compliance and Performance⁷⁰

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁷¹ and Section 504 of the Rehabilitation Act of 1973.⁷² As the SEA, OSSE monitors charter schools' special education program performance through an annual review of compliance and student progress measures. In collaboration with OSSE, DC PCSB also monitors indicators of special education compliance and equity standards through its *Special Education Audit and Monitoring Policy* and other oversight practices.⁷³

Every year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an annual determination report. In accordance with the U.S. Department of Education reporting requirements, OSSE makes annual determinations using eight applicable measures of IDEA compliance and student progress. Beginning with

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

⁷⁰ See OSSE's Glossary of Special Education Compliance Terms, Appendix H1.

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

⁷² 29 U.S.C. § 794.

⁷³ For more details, in this report, see the school climate information in the School Background section and Appendix C. Also see the supplemental academic data by student group in Appendix E.

federal fiscal year (FFY) 2021, OSSE also launched its annual Special Education Performance Report (SEPR).^{74, 75} In SEPR, OSSE assesses performance using an expanded number of measures in two categories: LEA compliance and student progress.⁷⁶ The table below shows how IDEA annual determinations align with OSSE's SEPR levels.⁷⁷

Percentage of Points from Applicable Measures ⁷⁸	LEA Performance Description	IDEA Annual Determination	SEPR Level
81.0% – 100%	LEA demonstrates the highest rates of compliance and quality service delivery to students.	Meets Requirements	Leading
61.0% – 80.9%	LEA shows high rates of compliance and quality service delivery to students.	Needs Assistance	Strengthening
41.0% – 60.9%	LEA is approaching compliance and quality service delivery to students.	Needs Intervention	Building
0.0% – 40.9%	LEA requires supports to improve both compliance and quality service delivery to students.	Needs Substantial Intervention	Emerging

Girls Global PCS's IDEA Annual Determinations and SEPR Levels

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

FFY	Percentage of Points from Applicable Measures	IDEA Annual Determination
2020	86.8%	Meets Requirements
2021	86.3%	Meets Requirements
2022	71.1%	Needs Assistance

⁷⁴ Federal fiscal year refers to the one-year period that OSSE uses to monitor and report on special education compliance. Each FFY begins July 1 and ends June 30 of the following calendar year. For example, FFY 2021 refers to July 1, 2021 – June 30, 2022.

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

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

⁷⁷ See Appendix H2 for more detail about LEA performance and OSSE's enforcement actions for each IDEA annual determination and SEPR score level.

⁷⁸ For a full list of measures, see pages 8 – 11 of OSSE's SEPR Technical Guide here: bit.ly/49Z5Jxt. OSSE evaluates each LEA on the collection of measures that are applicable to the LEA. (For example, the Secondary Transition measure only applies to LEAs that serve students aged 16 and older.)

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

FFY	Performance Area	Points Earned	Percent of Points Earned	SEPR Level
2021	LEA Compliance	35.0 of 35	100%	Leading
	Student Progress	78.9 of 65	51.3%	
2022	LEA Compliance	35.0 of 35	100%	Strengthening
	Student Progress	36.1 of 65	55.6%	

OSSE Enforcement Actions

While Girls Global PCS received a "Needs Assistance" designation in its 2022 annual determination, the LEA did not require any OSSE enforcement actions or interventions during the review period. Corrective action is only required when an LEA receives this determination for two or more consecutive years.

State and Due Process Complaints

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the IDEA or the District's laws and regulations regarding special education, including the identification, evaluation, educational placement of the student or the provision of a free appropriate public education (FAPE) to such child.

Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaints. OSSE issues a written hearing officer determination (HOD) 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.

Girls Global PCS did not receive state complaints or due process complaints during the review period.

⁷⁹ For information about the DC public charter sector's SEPR performance in FFYs 2021 and 2022, see Appendix H3.

DC PCSB Audit and Monitoring Actions

According to the *Special Education Audit and Monitoring Policy*,⁸⁰ 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.

During the review period, DC PCSB staff flagged Girls Global PCS for two special education desktop audits regarding OSS and MYW. See the chart below for more information on the audit resolution.

School Year	Audit Criteria	Type of Audit	Results
2021 – 22	Disproportionate SWD OSS rate	Audit	DC PCSB determined that Girls Global PCS did not consistently ensure that disciplinary actions aligned with students' Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs). In response, the school hired a Dean of Student Support and implemented a Multi-Tiered Systems of Support (MTSS) approach to better address student needs. DC PCSB staff encouraged the school to hold regular IEP team meetings to monitor and adjust student BIPs. DC PCSB staff continues to monitor the suspension rate to track the effectiveness of the school's actions.
2022 – 23	MYW rate	Audit	DC PCSB found that several SWDs who withdrew from Girls Global PCS mid-year had significant behavioral concerns, with some receiving between three and 17 disciplinary referrals before leaving. The school conducted Functional Behavior Assessments for only two students prior to their withdrawal, indicating a need for more proactive intervention. Additionally, some students left due to transportation issues, physical altercations, or a preference for larger school settings. DC PCSB staff recommended stronger behavior intervention systems, regular 30-day review meetings for new students, and potential partnerships with external support providers. DC PCSB staff continues to

⁸⁰ See the *Special Education Audit and Monitoring Policy* here: <https://bit.ly/49U9wfR>.

School Year	Audit Criteria	Type of Audit	Results
			monitor the mid-year withdrawal rates to track the effectiveness of the school's program.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁸¹

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines the school:

- has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁸²

Scope of Financial Review

DC PCSB holistically assessed Girls Global 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 and additional information provided by the school, and on assurances provided by independent Certified Public Accountants (CPAs) selected by the Auditor Review Committee.⁸³

DC PCSB examined the following financial reports and information:

- The school's audited financial statements from FY 2021 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 Girls Global PCS from FY 2021 through FY 2023 and supporting information.⁸⁴

Summary of Findings⁸⁵

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

Due to budgeted reliance on private contributions to maintain above-target days of cash on hand and declining enrollment, the school has been included in DC PCSB's Financial Monitoring List since December 2024, during DC PCSB's review of FY 2024 Quarter 4 (Q4) unaudited financial statements.⁸⁶

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

⁸² See D.C. Code § 38-1802.13(b).

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

⁸⁴ See Girls Global PCS's FAR Reports, Appendices J1 – J3.

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

⁸⁶ The Financial 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 Financial Monitoring List for a combination of factors,

Strengths and Weaknesses

- For the following reasons, DC PCSB has included the LEA in its Financial Monitoring List since the FY 2024 Q4 unaudited financial statements review:
 - In FY 2025, after the school reached its full grade expansion in FY 2024, the school's enrollment declined by 27 students (13%) to 183 students, or 41% of its enrollment ceiling.
 - The school maintained mostly above-target key financial indicators during the review period. However:
 - The school budgeted a -\$0.6M change in net assets in FY 2025 and 0.1 primary reserve ratio at fiscal year-end (FYE) 2025, below the 0.2 target. This is a potential cause for concern, as further negative changes in net assets may result in a net deficit, and one of the loan debt covenants states that the school shall maintain an unrestricted net assets balance.
 - The school originally budgeted 50 days of cash on hand at FYE 2025, which would have decreased to 41 days, below the 45-day target, if private contributions were excluded.
- Through increased monitoring and more frequent engagement with the school, DC PCSB obtained revised FY 2025 forecasts that reflected improved key financial indicators. Improved indicators included -\$0.3M change in net assets and 73 days of cash on hand, mainly due to expense savings and additional funding not previously budgeted. Additionally, DC PCSB requested that the school provide a five-year budget based on conservative enrollment estimates and no private contributions. The school's five-year budget, if implemented with fidelity, provides a path to financial stability.
- Occupancy expenses as a percentage of facilities allowance amounted to 273% and 206% in FY 2023 and FY 2024, above the sector medians of 126% and 123%, respectively. In FY 2025, the school's latest forecast continues to reflect high 256% occupancy expenses as a percentage of facilities allowance relative to the sector, despite its rent renegotiation effective July 1, 2024.

including but not limited to low cash reserves, high debt ratios, or issues with budget management. When a school is placed on the Financial Monitoring List, DC PCSB staff typically engages in 1) additional monitoring (including more frequent interim financial statements, deeper financial statement and budget reviews, 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>.

GAAP Adherence, Fiscal Mismanagement, and Economic Viability Analysis

Enrollment, Operations, and Facilities

The table and chart below detail some of Girls Global PCS’s most significant performance and sustainability indicators and operating revenues and expenses per student from FY 2021 to FY 2024.⁸⁷

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

Girls Global Academy PCS - Enrollment, Operations, and Facilities Metrics							
Financial Measure * Higher is better ** Lower is better	Audited			Unaudited		FY 2024	FY Trends
Element and Fiscal Year	2021	2022	2023	2024	Median	Target	
Audited Enrollment	65	155	163	210	399		
Change in Net Assets Margin*	9%	14%	-6%	0%	4%	>= 0%	
Primary Reserve Ratio*	0.2	0.3	0.2	0.2	0.6	>= 0.2	
Debt Ratio**	0.1	0.6	0.9	0.9	0.6	<= 0.5	
Occupancy Expenses as a % of Facilities Allowance**	124%	135%	279%	206%	123%		

⁸⁷ FY 2021 through FY 2023 numbers originate from audited financial statements. FY 2024 numbers originate from unaudited interim financial statements.

Audited Enrollment

The school's enrollment in FY 2021 and FY 2022 amounted to 72% and 86% of its enrollment ceiling, respectively. However, in FY 2023 and FY 2024, this percentage significantly decreased to 54% and 49%, respectively. After the school reached its full expansion in FY 2024, its FY 2025 enrollment declined by 27 students (13%) to 183 students (41% of its enrollment ceiling). Enrollment is projected to remain approximately stable in FY 2026.

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

In its first year of operations (FY 2021), the school enrolled 65 students—16% fewer than the annual budget goal of 77 and 28% fewer than the five-year projection of 90 students. Despite this, the school achieved a \$0.3M operating income and a robust 9% change in net asset margin.

In FY 2022, the LEA achieved a \$0.8M change in net assets, which resulted in a robust 15% change in net assets margin, above the 4% FY 2022 sector median. The debt ratio increased from 0.1 at FYE 2021 to 0.6 at FYE 2022 as the LEA secured a \$2.0M OSSE loan, whose proceeds the school used for leasehold improvements to its facility located at 733 8th Street NW. A \$1.8M balloon payment is due in June 2027. The school plans to renegotiate or refinance the loan with OSSE, with the aim of finalizing an option in FY 2027. This may pose a concern if the school's enrollment and financial position in FY 2026 do not support favorable conditions for the renegotiation or refinancing of the loan.

Change in net assets margin decreased from 15% in FY 2022 to -6% in FY 2023. The \$1.2M (143%) decrease in change in net assets was mainly driven by the \$0.8M (117%) increase in occupancy expenses. Rent increased by \$0.5M (93%), mainly due to the new lease accounting standard. In addition, amortization and other occupancy expenses increased by \$0.1M (18%), and \$0.2M (113%), respectively. The debt ratio further increased from 0.6 at FYE 2022 to 0.9 at FYE 2023. This is not a current cause for concern as this is mainly due to the new lease accounting standard implementation.

In FY 2024, the school reflected an improved 0% change in net assets margin, mainly due to a \$1.0M (18%) increase in operating revenues. This was mainly driven by a \$1.4M (30%) increase in DC funding allocations due to the increase in enrollment of 47 students (29%). This was only partially netted by a \$0.7M (49%) increase in operating expenses.

Significantly unfavorable or favorable trends following the review period ending FY 2024 provide important salient context in the determination of a school's financial health. In comparison with FY 2024, the school's FY 2025 approved budget reflected a -9% change in net assets margin, below the -5% floor. It also reflected a -\$0.6M change in net assets, which would have decreased the school's primary reserve ratio to 0.1 at FYE 2025, below the 0.2 target. This was deemed a potential cause for concern, as similar further negative changes in net assets in subsequent FYs may result in continued noncompliance with the school's

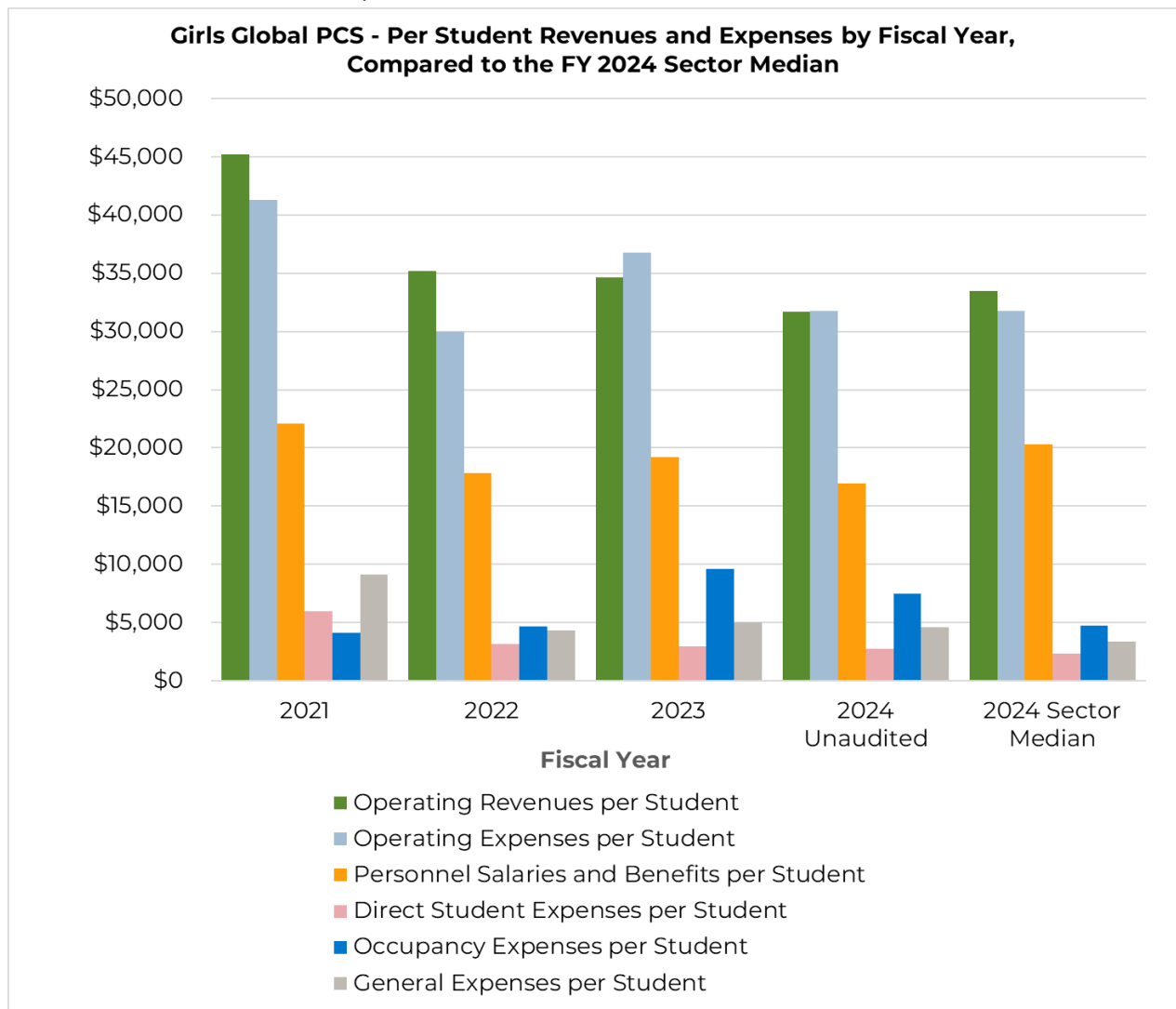
debt covenants. However, in response to DC PCSB's heightened financial oversight, the school provided revised forecasts reflecting expense savings that alleviated specific liquidity concerns. Since the school also received funding not previously budgeted in May 2025, the school most recently forecasted a -\$0.3M change in net assets and a -5% change in net assets margin (equal to the -5% floor), reflecting improvements over its original FY 2025 budget.

Occupancy Expenses

In July 2020, the school executed a 15-year lease for its facility located at 733 8th Street NW, with an option to renew for one five-year term. Effective June 2024, the terms of the lease were modified, reducing the minimum base rent throughout the lease term.

Occupancy expenses as a percentage of facilities allowance increased during the review period. In FY 2021 and FY 2022, occupancy expenses as a percentage of facilities allowance were within 5 points of the sector median for each respective year. In FY 2023 and FY 2024, these percentages increased to 273% and 206%, above their sector medians of 126% and 123%, respectively. Despite the rent renegotiation, in FY 2025, the school continued to budget 220% occupancy expenses as a percentage of facilities allowance. In FY 2024, occupancy expenses comprised 24% of total operating expenses (above the sector median of 16%). This contributed to the school's relatively low personnel salaries and benefits expenses, which were 53% of operating expenses (below the sector median of 64%). In upcoming years, increasing enrollment to boost revenue and/or reducing occupancy costs, net of any rental income would strengthen the school's liquidity and sustainability.

Per Student Revenue and Expenses



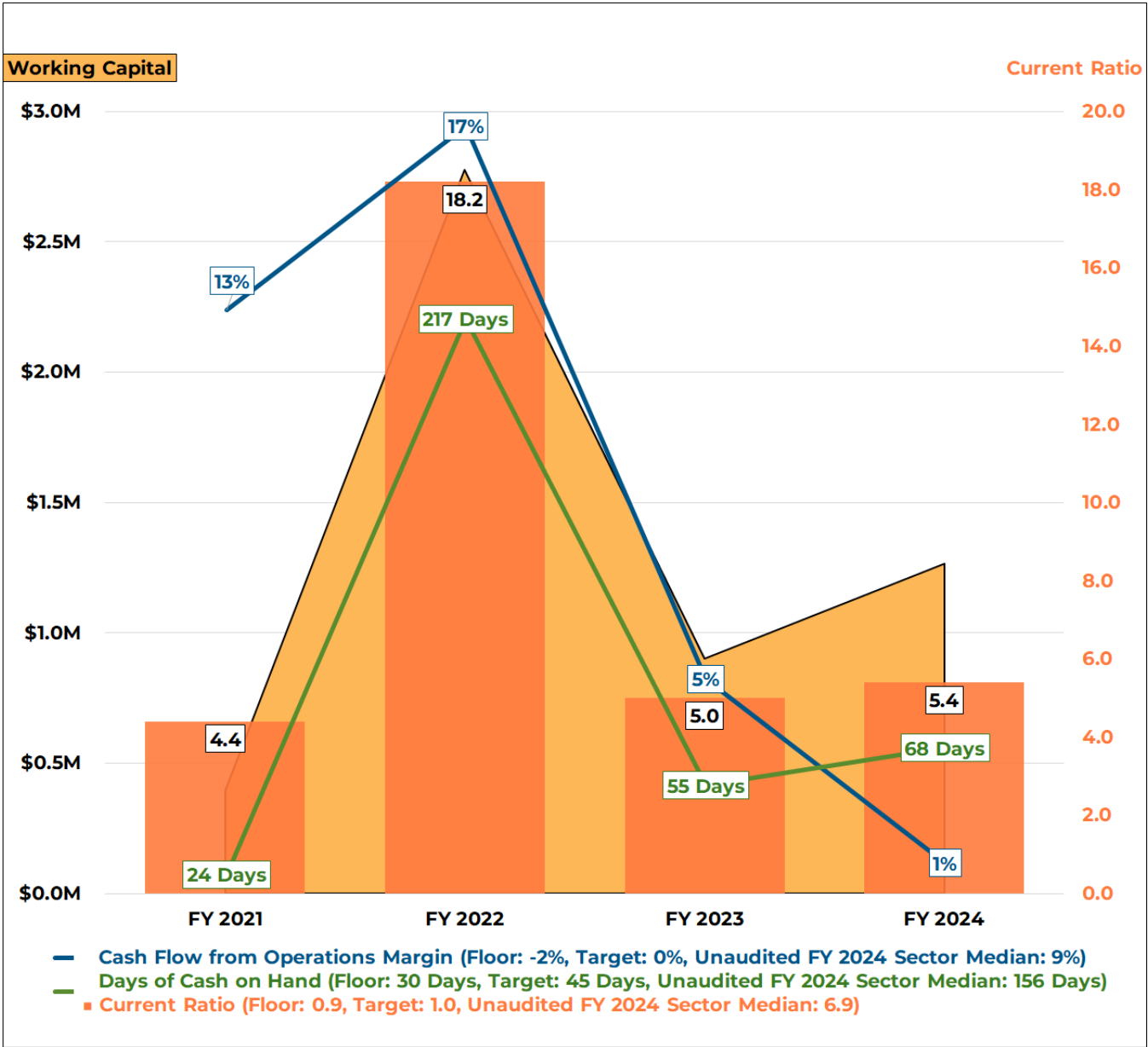
Occupancy expenses per student more than doubled from \$4.7K in FY 2022 to \$9.6K in FY 2023, mainly due to the significant increase in occupancy expenses explained above, which was not matched by a similar increase in enrollment. Occupancy expenses per student declined by \$2.1K (22%) in FY 2024, mainly due to the increase in enrollment, but remained \$2.7K (58%) above the \$4.7K sector median. This is budgeted to further increase in FY 2025 to \$8.2K due to the enrollment decrease. As described above, the above-sector median occupancy expenses per student contributed to the LEA allocating below-sector median on personnel salaries and benefits per student. These per-student personnel expenses decreased from \$22.1K in FY 2021 to \$17.0K in FY 2024, below the \$20.3K sector median.

The school has consistently allocated above-sector median funds to general expenses per student, which in FY 2024 amounted to \$4.6K, \$1.2K (35%) above the \$3.4K sector median.

This was mainly due to costs incurred for managing grants, student data services, and human resources and special education consulting.

Liquidity

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



In FY 2021, the school generated \$0.4M in net cash from its operating activities and 13% cash flow from operations margin, above the 12% sector median. The LEA’s 24 days of cash on hand at FYE 2021, below the 30-day floor, was not unexpected, as low liquidity is

common in schools in their first year of operation with planned expansions in subsequent FYs. The liquidity risk was mitigated by the expected sufficiency of DC and federal funding to continue operations after FYE 2021.

FY 2022 reflected a significant temporary increase of 193 days (804%) and \$1.9M (67%) in days of cash on hand and working capital, respectively. This was due to the timing of the receipt of the \$2.0M loan proceeds for investments in leasehold improvements, financed through a \$2.0M loan received in FY 2022.

Days of cash on hand normalized in FY 2023, as the school invested the loan proceeds in facility renovations, amounting to 55 days at FYE 2023, above the 45-day target. The school maintained above-target 68 days of cash on hand at FYE 2024. However, mainly due to the enrollment decrease, the school's approved budget reflected 50 days of cash at FYE 2025. Net of its budgeted revenues from private contributions, the school's budgeted days of cash on hand at FYE 2025 was 41 days, below the 45-day target. However, since the addition of the school to DC PCSB's Financial Monitoring List in December 2024, the school's latest forecast reflects improved 73 days of cash on hand, mainly due to expense savings and additional funding not previously budgeted.

Cash flow from operations margin remained above the floor from FY 2021 through FY 2024.

Audit Reports

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

Additional Findings

DC PCSB included the LEA in its Financial Monitoring List during its review of FY 2024 Q4 unaudited financial statements to increase oversight of the LEA's financial stability for the following reasons:

- The school relied on private contributions to maintain its budgeted days of cash on hand above the target 45-days at FYE 2025. However, the school's latest forecast based on April 2025 unaudited financial statements reflects 73 days of cash on hand at FYE 2025, above the 45-day target.
- The school's significant enrollment decrease of 27 students (13%) in FY 2025 contributed to the budgeted \$0.6M decrease in net assets for FY 2025. If enrollment were to remain stable or decline in future years, the school may face fiscal instability. This could include difficulty meeting debt covenants, refinancing or extending debt, and/or maintaining sufficient liquidity.

Due to DC PCSB's increased oversight upon the addition of the LEA on the Financial Monitoring List, DC PCSB requested the school to provide a five-year budget based on

conservative enrollment estimates and no reliance on private contributions. This contingency budget reflects a level of expenses commensurate with the school's revenues. The five-year budget supports debt covenants compliance and above-target liquidity indicators, thus mitigating the above concerns.