



2025 – 26 25-Year Charter Review Report KIPP DC Public Charter School

March 23, 2026

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TABLE OF CONTENTS¹

BOARD VOTE AND KEY FINDINGS	2
SCHOOL BACKGROUND	6
CHARTER REVIEW STANDARD	12
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS.....	13
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS.....	22
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY.....	32
APPENDICES.....	https://bit.ly/3MyEJye

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BOARD VOTE AND KEY FINDINGS

KIPP DC Public Charter School (PCS)²	
Review or Renewal	25-year charter review
Review Period	School year (SY) 2020 – 21 through SY 2024 – 25
Charter Goals	In SY 2022 – 23, 16 of 20 KIPP DC PCS campuses fully met a goal attainment pathway, one campus substantially met a pathway, two campuses partially met a pathway, and one campus did not meet a pathway. In SY 2023 – 24, 12 of 20 KIPP DC PCS campuses fully met a goal attainment pathway, five campuses substantially met a pathway, and three campuses partially met a pathway. In SY 2024 – 25, 15 of 20 KIPP DC PCS campuses fully met a goal attainment pathway, and five campuses did not meet a pathway.
Compliance	KIPP DC PCS did not materially violate the law or its charter.
Finance	KIPP DC PCS did not display a pattern of fiscal mismanagement and is economically viable.
Board Vote	The Board voted 5 – 0 to conditionally continue KIPP DC 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 KIPP DC 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)

KIPP DC PCS adopted the Annual School Performance Index Report & Evaluation (ASPIRE) as its charter goals and committed to being assessed in accordance with DC PCSB’s *Charter Goals Policy*.⁴ The school had formerly adopted 14 individually negotiated charter goals.⁵ Given the disruption in schooling and data collection during the COVID-19 pandemic, DC PCSB did not assess goal attainment for school years 2020 – 21 or 2021 – 22.⁶ Consequently, for this review period, DC PCSB assessed KIPP DC PCS’s charter goals

² See KIPP DC PCS’s Charter Agreement and Amendments, Appendices A1 – A13. All appendices are located here: <https://bit.ly/3MyEJye>.

³ D.C. Code § 38-1802.12(a)(3).

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

⁵ See KIPP DC PCS’s charter amendment, Appendix A13.

⁶ See the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

performance using SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25 goal attainment pathway performance as outlined in DC PCSB's *Charter Goals Policy*.⁷

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment and requires schools to meet one pathway in each school year. The table below shows KIPP DC PCS's goal attainment by campus during the review period; note campus names here and throughout the report have been abbreviated. Section One of this report includes more information on the school's performance by pathway.

KIPP DC PCS Goal Attainment					
Campus	2020 – 21	2021 – 22	2022 – 23	2023 – 24	2024 – 25
KIPP DC – AIM PCS	NA		Met	Met	Met
KIPP DC – Arts and Tech PCS			Met	Met	Met
KIPP DC – College PCS			Met	Substantially Met	Met
KIPP DC – Connect PCS			Met	Met	Met
KIPP DC – Discover PCS			Met	Substantially Met	Met
KIPP DC – Grow PCS			Met	Substantially Met	Met
KIPP DC – Heights PCS			Met	Met	Not Met
KIPP DC – Honor PCS			Met	Met	Not Met
KIPP DC – Inspire PCS			Met	Met	Not Met
KIPP DC – KEY PCS			Met	Met	Met
KIPP DC – Lead PCS			Met	Partially Met	Met
KIPP DC – LEAP PCS			Partially Met	Met	Met
KIPP DC – Legacy PCS			Substantially Met	Substantially Met	Met
KIPP DC – Northeast PCS			Not Met	Substantially Met	Not Met
KIPP DC – Pride PCS			Met	Met	Met

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

KIPP DC PCS Goal Attainment					
Campus	2020 – 21	2021 – 22	2022 – 23	2023 – 24	2024 – 25
KIPP DC – Promise PCS			Met	Met	Met
KIPP DC – Quest PCS			Met	Partially Met	Met
KIPP DC – Spring PCS			Met	Met	Met
KIPP DC – Valor PCS			Met	Partially Met	Not Met
KIPP DC – WILL PCS			Partially Met	Met	Met

Separate and apart from the school’s goal attainment, during the Qualitative Site Review (QSR), observations of KIPP DC PCS’s programming rated either just above proficient or just below proficient in the classroom environment domain across the majority of campuses and just below proficient in the instruction domain across the majority of campuses.^{8,9}

Compliance

DC PCSB determined the school has not committed a material violation of law or of its charter. KIPP DC PCS exhibited special education compliance concerns in the areas of timely initial evaluation and reevaluation, and disproportionate out-of-school suspensions (OSS) and mid-year withdrawals (MYW) of students with disabilities (SWDs). KIPP DC PCS demonstrated noncompliance with open enrollment requirements at two campuses, receiving two Notices of Concern across the review period.

Finance

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

Board Vote

Based on these findings, at its public meeting on March 23, 2026, the DC PCSB Board voted 5 – 0 (with one member abstaining and one member recusing) to continue KIPP DC PCS’s charter with the following condition:

KIPP DC PCS and DC PCSB must execute a charter agreement amendment by April 27, 2026 that commits the school to the following:

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 on page 2 of this report for further details about each campus’s QSR performance.

- a. For SY 2027 – 28, KIPP DC – Northeast PCS's ASPIRE score must equal or exceed 35.0%, the equivalent of Level 3 or “satisfactory” performance. If the campus's ASPIRE score is less than 35.0%, it must close at the end of SY 2028 – 29, and KIPP DC PCS's enrollment ceiling will correspondingly decrease by 350 students.
- b. For SY 2028 – 29, KIPP DC – Northeast PCS's ASPIRE score must equal or exceed 35.0%, the equivalent of Level 3 or “satisfactory” performance. If the campus's ASPIRE score is less than 35.0%, it must close at the end of SY 2029 – 30, and KIPP DC PCS's enrollment ceiling will correspondingly decrease by 350 students.
- c. KIPP DC PCS must inform families of students currently attending KIPP DC – Northeast PCS, KIPP DC – Connect PCS, and KIPP DC– Spring PCS of conditions a and b above (using a template provided by DC PCSB) by April 27, 2026. This ensures families' awareness of the potential for KIPP DC – Northeast PCS's closure should the conditions not be satisfied.

In addition, DC PCSB will conduct an out-of-cycle charter review in advance of the school's 30-year charter renewal should performance at other campuses that have exhibited concerns continue to decline, including but not limited to KIPP DC – Valor PCS.

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

KIPP DC PCS ¹⁰			
Year Opened	SY 2001 – 02	Chartered Grade Span	Pre-kindergarten 3 (PK3) – 12
Number of Campuses	20	Current Enrollment Ceiling	8,159
Ward(s)	2, 5, 7, and 8	Audited Enrollment and Grade Span	7,409, PK3 – 12
Campuses by Grades Served ¹¹			
PK3 – Kindergarten (K)	KIPP DC Arts and Technology Academy PCS KIPP DC Connect Academy PCS KIPP DC Discover Academy PCS KIPP DC Grow Academy PCS KIPP DC LEAP Academy PCS (PK3 – PK4 only) KIPP DC Pride Academy PCS		
1 – 4	KIPP DC Heights Academy PCS KIPP DC Inspire Academy PCS KIPP DC Lead Academy PCS KIPP DC Promise Academy PCS (K – 4) KIPP DC Quest Academy PCS KIPP DC Spring Academy PCS		
5 – 8	KIPP DC AIM Academy PCS KIPP DC Honor Academy PCS KIPP DC KEY Academy PCS KIPP DC Northeast Academy PCS KIPP DC Valor Academy PCS KIPP DC WILL Academy PCS		
9 – 12	KIPP DC College Preparatory PCS KIPP DC Legacy College Preparatory PCS		
Mission Statement			
KIPP DC is a non-profit network of high-performing, college-preparatory public charter schools in Washington, DC. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most educationally underserved communities. At KIPP DC, there are no shortcuts. Highly skilled teachers and leaders, more time in school, a rigorous college preparatory-curriculum, and a strong culture of high expectations and support help our students make significant academic gains and continue to excel in high school and college. ¹²			

¹⁰ See KIPP DC PCS's original charter agreement, Appendix B.

¹¹ KIPP DC PCS campus names are displayed below. Throughout this report, campus names are abbreviated.

¹² This mission statement is captured in KIPP DC PCS's charter agreement.

School Overview

KIPP DC PCS describes its programming as “rigorous, relevant, and joyful.”¹³ In grades PK3 – K, the local education agency (LEA)¹⁴ emphasizes child-driven play and exploration. Older students take core courses in English Language Arts (ELA), math, science, and social studies, and can take electives such as technology, music, art, or dance. High school students at KIPP DC PCS can participate in finance and information technology programming. KIPP DC PCS provides high school students with a college and career counseling course, financial aid, and career counseling.

The LEA opened two new campuses during the review period: KIPP DC PCS – Inspire and KIPP DC PCS – Pride, which both began serving students in SY 2021 – 22. Also beginning in SY 2021 – 22, DC PCSB authorized KIPP DC PCS to serve a maximum of 280 full-time online students in grades K – 12. For reporting purposes, each KIPP DC PCS online student is enrolled in one of KIPP DC PCS’s existing, brick-and-mortar campuses. KIPP DC PCS also operates the KIPP DC PCS Learning Center for KIPP DC PCS students in grades PK4 through 8 who require specialized instruction and related services outside of the general education setting. KIPP DC PCS is part of a national public charter school network made of 279 LEAs.¹⁵

Enrollment and Demographic Data

The tables below show KIPP DC PCS’s enrollment history and demographic information.

Enrollment Measure	School Year				
	2020 – 21	2021 – 22	2022 – 23	2023 – 24	2024 – 25
Audited Enrollment ¹⁶	6963	6996	7358	7322	7369
Enrollment Ceiling ¹⁷	7397	7624	7834	7996	8159

¹³ See page 7 of KIPP DC PCS’s annual report for SY 2023 – 24, Appendix C.

¹⁴ An “LEA” is any individual or group of public charter schools operating under a single charter.

¹⁵ See KIPP’s website here: <http://bit.ly/4mB9Ohj>.

¹⁶ OSSE conducts an annual enrollment audit to determine the number of students at each DC public school.

¹⁷ 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.

Student Group	Percentage Enrolled
Economically Disadvantaged Students	71.1%
Emerging Multilingual Learners (EML)	1.3%
Students with Disabilities (SWD)	20.6%
American Indian or Alaska Native	0.2%
Asian	0.1%
Black or African American	96.7%
Hispanic/Latino	2.6%
Multiracial	0.0%
Native Hawaiian or Other Pacific Islander	0.1%
White	0.2%

Qualitative Site Review

DC PCSB staff conducted a QSR at KIPP DC PCS to evaluate its performance in two domains—school environment and instructional quality.¹⁸ DC PCSB staff observed the school’s overall and special education programs.

The QSR team rated the classroom environment and instruction from one to four: “1” indicates “unsatisfactory” performance, “2” indicates “basic” performance, “3” indicates “proficient” performance, and “4” indicates “distinguished” performance.¹⁹

The following table reports the percentage of classrooms at each KIPP DC PCS campus that QSR observers rated “proficient” or “distinguished.”²⁰

KIPP DC PCS’s Percent of Classrooms Rated “Proficient” or “Distinguished”		
School	Classroom Environment	Instruction
KIPP DC – AIM PCS	87.5%	76.2%
KIPP DC – Arts and Tech PCS	90.9%	85.0%
KIPP DC – College PCS	89.3%	76.8%
KIPP DC – Connect PCS	100%	81.0%
KIPP DC – Discover PCS	100%	66.0%
KIPP DC – Grow PCS	100%	86.7%

¹⁸ DC PCSB staff used the classroom environment and instruction rubric as defined in the Charlotte Danielson *Framework for Teaching*. Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

¹⁹ See pages 23 – 27 of the school’s QSR report in Appendix D1 for a detailed description of each performance level.

²⁰ From SY 2022 – 23 through SY 2024 – 25, the average percentages of PK – 8 classrooms rated “proficient” or “distinguished” were 80.6% in the classroom environment domain and 68.7% in the instruction domain. The average percentages of 9 – 12 classrooms rated “proficient” or “distinguished” were 75.0% in the classroom environment domain and 60.6% in the instruction domain. Further detail can be found in Appendix E

KIPP DC PCS's Percent of Classrooms Rated "Proficient" or "Distinguished"		
School	Classroom Environment	Instruction
KIPP DC – Heights PCS	89.1%	66.7%
KIPP DC – Honor PCS	65.4%	63.3%
KIPP DC – Inspire PCS	83.3%	75.0%
KIPP DC – KEY PCS	77.8%	88.2%
KIPP DC – Lead PCS	98.1%	90.0%
KIPP DC – LEAP PCS	84.1%	84.1%
KIPP DC – Legacy PCS	57.8%	41.0%
KIPP DC – Northeast PCS	89.6%	89.4%
KIPP DC – Pride PCS	100%	91.7%
KIPP DC – Promise PCS	93.0%	85.4%
KIPP DC – Quest PCS	69.2%	69.2%
KIPP DC – Spring PCS	75.0%	68.5%
KIPP DC – Valor PCS	70.8%	57.5%
KIPP DC – WILL PCS	89.3%	74.5%

DC PCSB staff and consultants also reviewed sample ELA and math assignments to determine if they aligned with grade-level standards.²¹ Evaluators rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully practice and connect grade-level content to the real world. See KIPP DC PCS's assignment review ratings in the table below.

KIPP DC PCS Assignment Review Ratings		
Overall Rating	ELA Assignments	Math Assignments
Sufficient	102	80
Minimal	3	13
No Opportunity	0	12

KIPP DC – Legacy PCS demonstrated concerning QSR performance, particularly in its overall instruction domain scores. QSR observers rated 59.0% of KIPP DC – Legacy PCS's observed classrooms as “basic” or “unsatisfactory” in the instruction domain. Given this concerning performance, DC PCSB will conduct additional QSR visits at KIPP DC – Legacy PCS during the next five-year review period. In addition, KIPP DC – Spring PCS and KIPP DC PCS's Virtual Learning Program's special education program observations' overall ratings were “basic” or below in the instruction domain. Given this concerning performance, per DC PCSB policy,²² DC PCSB staff will initiate a special education audit and monitoring cycle for that campus and program.

KIPP DC PCS's full QSR results are available in Appendices D1 – D22.

²¹ DC PCSB staff and consultants used The New Teacher Project's *Assignment Review Protocol*. See the protocol here: <https://bit.ly/3PfYLKH>.

²² For details, see DC PCSB's *Special Education Audit and Monitoring Policy* here: <https://bit.ly/4njr2A9>.

Previous Charter Reviews²³

School Year and Review	Outcome	Findings
2006 – 07, five-year review	Continued	Met standard for continuance. Met two of three academic performance standards and all non-academic performance standards.
2011 – 12, 10-year review	Continued	Met standard for continuance.
2015 – 16, 15-year renewal	Renewed	Met standard for continuance. DC PCSB noted that KIPP DC PCS's student groups—including Black, economically disadvantaged students, and SWD—scored well above state subgroup rates in ELA and math proficiency and had high ELA and math growth rates. Staff noted the LEA maintained this strong academic performance even as it significantly scaled up its operations, adding eight campuses over four years.
2020 – 21, 20-year review	Continued	Met standard for continuance. Fourteen of 16 campuses met, substantially met, or partially met their charter goals. Two campuses each failed to meet one charter goal outright. KIPP DC PCS did not materially violate the law or its charter and did not commit fiscal mismanagement.

Communication with the School

In September 2025, DC PCSB conducted an Effective Organization Meeting with KIPP DC PCS staff to discuss concerns about the school's academic and compliance performance ahead of its 25-year review.²⁴ In this meeting, DC PCSB shared preliminary academic findings indicating that KIPP DC PCS was not on track to fully meet its goals. KIPP DC PCS highlighted some of the strategies it has implemented to support student achievement, including utilizing reading specialists at each campus for Tier 3 reading intervention, embedding time for math practice, and reducing chronic absenteeism.

In October 2025, DC PCSB staff conducted a routine pre-review meeting with KIPP DC 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 for SY 2022 – 23 and SY 2023 – 24.

²³ See KIPP DC PCS's previous charter review and renewal reports, Appendices F1 – F4.

²⁴ See the invitation letter and follow-up letter for the September 2025 meeting, Appendices G1 – G2.

School Response to Review Report

DC PCSB invited KIPP DC PCS to submit a response to this report to share additional information about the school and its performance over the review period. This response is included as Appendix R.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school's] charter at least once every [five] years.”²⁵ 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.²⁶

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.²⁷

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.²⁸

The following three report sections summarize findings on the LEA's performance in the three areas as follows. Section One assesses the LEA's goal attainment; Section Two assesses the LEA's compliance with applicable laws, including local and federal laws pertaining to SWD and EMLs; and Section Three assesses the LEA's financial performance.

²⁵ D.C. Code § 38-1802.12(a)(3).

²⁶ D.C. Code § 38-1802.13(a).

²⁷ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

²⁸ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Key Findings

- In SY 2022 – 23, 16 of 20 KIPP DC PCS campuses fully met a goal attainment pathway. Four campuses did not fully meet any pathway. Of those, one campus substantially met a pathway, two campuses partially met a pathway, and one campus did not meet any pathway.
- In SY 2023 – 24, 12 of 20 KIPP DC PCS campuses fully met a pathway. Eight campuses did not fully meet any pathway. Of those, five campuses substantially met a pathway, and three campuses partially met a pathway.
- In SY 2024 – 25, 15 of 20 KIPP DC PCS campuses fully met a pathway. Five campuses did not meet any pathway.
- KIPP DC PCS demonstrated strong performance in early childhood math growth, as well as four-year adjusted cohort graduation rate (ACGR), five-year ACGR, 9th grade on track, and college acceptance.
- KIPP DC PCS demonstrated a need for significant improvement in ELA and math growth and proficiency for elementary through high school students, as well as Advanced Coursework and Career Certification Achievement (previously AP/IB/DE/CTE achievement).²⁹

KIPP DC PCS Goal Attainment

Campus	2020 – 21	2021 – 22	2022 – 23	2023 – 24	2024 – 25
KIPP DC – AIM PCS	NA		Met	Met	Met
KIPP DC – Arts and Tech PCS			Met	Met	Met
KIPP DC – College PCS			Met	Substantially Met	Met
KIPP DC – Connect PCS			Met	Met	Met
KIPP DC – Discover PCS			Met	Substantially Met	Met
KIPP DC – Grow PCS			Met	Substantially Met	Met
KIPP DC – Heights PCS			Met	Met	Not Met
KIPP DC – Honor PCS			Met	Met	Not Met

²⁹ 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.

KIPP DC PCS Goal Attainment					
Campus	2020 – 21	2021 – 22	2022 – 23	2023 – 24	2024 – 25
KIPP DC – Inspire PCS			Met	Met	Not Met
KIPP DC – KEY PCS			Met	Met	Met
KIPP DC – Lead PCS			Met	Partially Met	Met
KIPP DC – LEAP PCS			Partially Met	Met	Met
KIPP DC – Legacy PCS			Substantially Met	Substantially Met	Met
KIPP DC – Northeast PCS			Not Met	Substantially Met	Not Met
KIPP DC – Pride PCS			Met	Met	Met
KIPP DC – Promise PCS			Met	Met	Met
KIPP DC – Quest PCS			Met	Partially Met	Met
KIPP DC – Spring PCS			Met	Met	Met
KIPP DC – Valor PCS			Met	Partially Met	Not Met
KIPP DC – WILL PCS			Partially Met	Met	Met

KIPP DC PCS adopted individually negotiated charter goals, most recently updated in August 2023.³⁰ In doing so, the LEA agreed to be assessed annually using the specified measures and targets. DC PCSB assessed performance on the school's individually negotiated charter goals through SY 2023 – 24. In October 2025,³¹ KIPP DC PCS adopted ASPIRE as its charter goals, applicable to SY 2024 – 25 and beyond. In doing so, the LEA agreed to be assessed annually in accordance with DC PCSB's *Charter Goals Policy*.

³⁰ See KIPP DC PCS's charter amendment, Appendix A11.

³¹ See KIPP DC PCS's charter amendment, Appendix A13.

As previously noted, for this review period, DC PCSB assessed KIPP DC PCS's goal attainment using SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25 goal attainment pathways as outlined in DC PCSB's *Charter Goals Policy*.

Charter Goals Policy Pathways Overview

The *Charter Goals Policy* offers multiple pathways to demonstrate goal attainment and requires schools to meet at least one pathway in each school year. The following table summarizes the pathways applicable to KIPP DC PCS.³²

Summary of Charter Goals Policy Goal Attainment Pathways	
Pathway	How to Meet the Pathway
SY 2022 – 23 and SY 2023 – 24	
A: Individually Negotiated Goals	Meet or exceed the goal targets as set in the charter agreement OR demonstrate improvement compared to the prior year.
B: Transitional Goals ³³	Meet or exceed state performance (sector performance when state is unavailable) OR demonstrate improvement compared to the prior year.
C: Growth	SY 2022 – 23: Meet or exceed publisher growth criteria on a nationally normed growth assessment in ELA/reading and math compared to publisher performance rates OR demonstrate improvement compared to prior year.
	SY 2023 – 24: Meet or exceed publisher growth criteria on a nationally normed growth assessment in ELA/reading and math compared to the publisher performance; OR For <i>PK – 8</i> : meet or exceed a Median Growth Percentile (MGP) of 50.0 on DC CAPE ELA and math. For <i>high schools</i> : meet or exceed the state Growth to Proficiency (GTP) rate on DC CAPE ELA and math.
D: OSSE Accountability	Earn a 40.0% or higher on OSSE's DC School Report Card.
SY 2024 – 25	
A: Transitional Goals (ASPIRE-Aligned) ³⁴	Meet or exceed the comparative target.
B: ASPIRE	Earn Level 3 or higher on ASPIRE.
C: OSSE Accountability	Earn a 40.0% or higher on OSSE's DC School Report Card.

³² Pathway descriptions in the table below are paraphrased. For full pathway descriptions, see the *Charter Goals Policy* here: <https://bit.ly/4cpui81>.

³³ 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*.

³⁴ ASPIRE-aligned transitional goals measures correspond to those included within the school's respective ASPIRE framework(s) and are calculated in accordance with the business rules in the ASPIRE Policy & Technical Guide. See the ASPIRE Policy & Technical Guide here: <https://bit.ly/4lFli8>.

Summary of <i>Charter Goals Policy</i> Goal Attainment Pathways	
Pathway	How to Meet the Pathway
D: ASPIRE Improvement	For schools that earn Level 4 on ASPIRE, improve score from the prior year.

KIPP DC PCS's Goal Attainment

SY 2022 – 23 Goal Attainment

In SY 2022 – 23, five KIPP DC PCS campuses met Pathway B by meeting or exceeding state/sector performance or demonstrating improvement from the prior year in all applicable transitional goals measures: KIPP DC – Arts and Tech PCS, KIPP DC – Discover PCS, KIPP DC – Honor PCS, KIPP DC – KEY PCS, and KIPP DC – Promise PCS.

Four KIPP DC PCS campuses met Pathway C by meeting or exceeding publisher growth criteria or demonstrating improvement from the prior year in both reading and math on its nationally normed growth assessment, NWEA MAP: KIPP DC – Connect PCS, KIPP DC – Grow PCS, KIPP DC – Pride PCS, and KIPP DC – Valor PCS.

Seven KIPP DC PCS campuses met Pathway D by exceeding the target score of 40.0% on OSSE's DC School Report Card: KIPP DC – AIM PCS, KIPP DC – College PCS, KIPP DC – Heights PCS, KIPP DC – Inspire PCS, KIPP DC – Lead PCS, KIPP DC – Quest PCS, and KIPP DC – Spring PCS.

Three KIPP DC PCS campuses substantially or partially met a pathway:

- KIPP DC – Legacy PCS substantially met Pathway B by meeting or exceeding state/sector performance or demonstrating improvement from the prior year in 10 of 13 transitional goals measures.
- KIPP DC – LEAP PCS partially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in four of six charter goals.
- KIPP DC – WILL PCS partially met Pathway B by meeting or exceeding state/sector performance or demonstrating improvement from the prior year in two of four transitional goals measures.

One KIPP DC PCS campus, KIPP DC – Northeast PCS, did not fully meet any pathway and failed to substantially or partially meet a pathway.³⁵

³⁵ Per the *Charter Goals Policy*, DC PCSB staff also considered student group performance on transitional goals. DC PCSB staff primarily reviewed performance among economically disadvantaged, students with disabilities, and emerging multilingual learner student groups. DC PCSB staff found that none of these student groups fully met a *Charter Goals Policy* pathway in SY 2022 – 23.

SY 2023 – 24 Goal Attainment

In SY 2023 – 24, six KIPP DC PCS campuses met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in all applicable charter goals: KIPP DC – Arts and Tech PCS, KIPP DC – KEY PCS, KIPP DC – LEAP PCS, KIPP DC – Promise PCS, KIPP DC – Spring PCS, and KIPP DC – WILL PCS.

Two KIPP DC PCS campuses, KIPP DC – Connect PCS and KIPP DC – Inspire PCS, met Pathway B by meeting or exceeding state/sector performance or demonstrating improvement from the prior year in all applicable transitional goals measures.

Two KIPP DC PCS campuses met Pathway C. KIPP DC – Pride PCS met Pathway C by exceeding publisher growth criteria in both reading and math on its nationally normed growth assessment, NWEA MAP. KIPP DC – Heights PCS met Pathway C by exceeding the Median Growth Percentile (MGP) in both reading and math on the state assessment, DC CAPE.

Two KIPP DC PCS campuses met Pathway D by exceeding the target score of 40.0% on OSSE's DC School Report Card: KIPP DC – AIM PCS and KIPP DC – Honor PCS.

Eight KIPP DC PCS campuses substantially or partially met a pathway:

- KIPP DC – College PCS substantially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in six of eight charter goals.
- KIPP DC – Discover PCS substantially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in six of eight charter goals.
- KIPP DC – Grow PCS substantially met Pathway B by meeting or exceeding state/sector performance or demonstrating improvement from the prior year in four of five transitional goals measures.
- KIPP DC – Legacy PCS substantially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in six of eight charter goals and partially meeting one additional goal.
- KIPP DC – Northeast PCS substantially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in five of six charter goals.
- KIPP DC – Lead PCS partially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in five of eight charter goals.

- KIPP DC – Quest PCS partially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in four of eight charter goals.
- KIPP DC – Valor PCS partially met Pathway A by meeting or exceeding the goal target or demonstrating improvement from the prior year in four of six charter goals.

SY 2024 – 25 Goal Attainment

In SY 2024 – 25, one KIPP DC PCS campus, KIPP DC – LEAP PCS, met Pathway A by meeting or exceeding state/sector performance or publisher criteria in all seven applicable transitional goals measures.

Thirteen KIPP DC PCS campuses met Pathway B³⁶ by attaining a Level 3 or better on ASPIRE: KIPP DC – AIM PCS, KIPP DC – Arts and Tech PCS, KIPP DC – College PCS, KIPP DC – Connect PCS, KIPP DC – Discover PCS, KIPP DC – Grow PCS, KIPP DC – KEY PCS, KIPP DC – Lead PCS, KIPP DC – Legacy PCS, KIPP DC – Pride PCS, KIPP DC – Promise PCS, KIPP DC – Spring PCS, and KIPP DC – WILL PCS.

One KIPP DC PCS campus, KIPP DC – Quest PCS, met Pathway D by improving its ASPIRE score from the prior year.

Five KIPP DC PCS campuses did not fully meet any pathway and failed to substantially or partially meet a pathway: KIPP DC – Heights PCS, KIPP DC – Honor PCS, KIPP DC – Inspire PCS, KIPP DC – Northeast PCS, and KIPP DC – Valor PCS.

See the following appendices for KIPP DC PCS’s additional academic performance data:

- Appendix H: Performance by school year and pathway
- Appendix I: Performance by student group in SY 2022 – 23 and SY 2023 – 24
- Appendix J: ASPIRE outcomes in SY 2024 – 25³⁷

KIPP DC PCS Charter Goals Performance Summary

Strengths by Grade Band

Early Childhood

KIPP DC PCS’s campuses serving early childhood grades demonstrated strong math growth outcomes. All five campuses that serve kindergarteners met their NWEA MAP math goal target or improved outcomes in both SY 2022 – 23 and SY 2023 – 24. The campuses also demonstrated median conditional growth percentiles (CGPs) in math above 50.0 across the review period, indicating that KIPP DC PCS kindergarteners grew faster than their nationwide peers in math. Further, five of the six campuses that serve PK

³⁶ Campuses serving grades 1 – 4 used a modified version of the ASPIRE framework where NWEA MAP was removed.

³⁷ This report will be produced by DC PCSB by April 2026 and the appendix will be updated.

students demonstrated strong or improved outcomes on the school's PK math assessment, TEMA, by meeting the goal target and/or improving performance in both SY 2022 – 23 and SY 2023 – 24. KIPP DC – LEAP PCS, the only campus exclusively serving PK students, also demonstrated strength in early childhood assessment outcomes by meeting the comparative target or improving performance across the review period in PK pre-literacy, PK math, and PK SEL outcomes.

Elementary

KIPP DC PCS's campuses serving elementary grades demonstrated some strength in ELA and math growth. Three of six campuses, KIPP DC – Heights PCS, KIPP DC – Promise PCS, and KIPP DC – Spring PCS, exceeded the MGP in both ELA and math in SY 2023 – 24. In SY 2024 – 25, four of six campuses, KIPP DC – Heights PCS, KIPP DC – Lead PCS, KIPP DC – Promise PCS, and KIPP DC – Spring PCS, exceeded the state growth-to-proficiency (GTP) rate in ELA. Of those campuses, KIPP DC – Lead PCS, KIPP DC – Promise PCS, and KIPP DC – Spring PCS also exceeded both the state GTP rate and the MGP in math. To elaborate, grade 3 and 4 students at these campuses grew faster than their statewide peers in both ELA and math. Moreover, their average progress toward growth targets exceeded that of their statewide peers. KIPP DC – Promise PCS further demonstrated strong math growth by exceeding a median CGP of 50.0 in SY 2022 – 23 and SY 2023 – 24, indicating that grade 3 and 4 students at the campus grew faster than their nationwide peers in math. Additionally, KIPP DC – Promise PCS demonstrated strong math proficiency across the review period by exceeding the state math proficiency rate in all three years.

Middle School

KIPP DC PCS's campuses serving middle grades demonstrated a strength in the rate of students approaching proficiency and above in ELA on the state assessment, which was one of the school's goals prior to adopting ASPIRE. Five of six campuses had rates that did not fall below 40.0% (meeting the goal target) in both SY 2022 – 23 and SY 2023 – 24. One campus, KIPP DC – KEY PCS, demonstrated improved math state assessment proficiency rates across the review period, exceeding the state rate in SY 2024 – 25.

High School

KIPP DC PCS's campuses serving high school grades demonstrated strong four- and five-year ACGR and college acceptance rates that exceeded comparative state or sector rates across the review period. Further, both campuses exceeded the sector rate for 9th grade on track across the review period, with the exception of KIPP DC – College PCS demonstrating a modest decline below the sector rate in SY 2023 – 24. These outcomes suggest KIPP DC PCS supported high school students to stay on track to meet graduation requirements. KIPP DC – College PCS and KIPP DC – Legacy PCS both demonstrated notable improvement in GTP on the state assessment in both ELA and math from SY 2023 – 24 to SY 2024 – 25. In ELA particularly, both campuses demonstrated an over 20 percentage point improvement in GTP in SY 2024 – 25. Both campuses ultimately exceeded state GTP

rates in ELA and math in SY 2024 – 25, indicating that students in grades 9 and 10 at KIPP DC PCS had average progress toward growth targets that exceeded that of their statewide peers in ELA and math.

Areas for Improvement by Grade Band

Early Childhood

Two of KIPP DC PCS's campuses serving early childhood grades, KIPP DC – Discover PCS and KIPP DC – Grow PCS, demonstrated a need for some improvement in ELA growth on their nationally normed growth assessment, NWEA MAP. Both campuses lagged the median CGP of 50.0 in SY 2022 – 23 and SY 2023 – 24, indicating that kindergarteners at the campuses grew slower than their nationwide peers in ELA. Moreover, these campuses did not meet their charter goal targets pertaining to NWEA MAP ELA growth in SY 2022 – 23 or SY 2023 – 24. However, these campuses improved over the review period, meeting the median CGP of 50.0 in SY 2024 – 25. KIPP DC – Discover PCS also demonstrated a need for improvement in its early childhood assessment outcomes. The campus lagged its goal targets and declined in both PK pre-literacy and PK math outcomes from SY 2022 – 23 to SY 2023 – 24. In SY 2024 – 25, KIPP DC – Discover PCS continued to lag the comparative target for PK math.

Elementary

KIPP DC PCS's campuses serving elementary grades demonstrated a need for improvement in math and ELA growth and proficiency. Four of six campuses, KIPP DC – Heights PCS, KIPP DC – Inspire PCS, KIPP DC – Lead PCS, and KIPP DC – Quest PCS, saw declines in performance and did not meet their goal targets for both NWEA MAP math and ELA growth goals in SY 2022 – 23 and SY 2023 – 24. Further, all six KIPP DC PCS campuses serving elementary grades lagged the median CGP of 50.0 in ELA for both SY 2022 – 23 and SY 2023 – 24, indicating that students in grades 3 – 4 at KIPP DC PCS grew more slowly than their nationwide peers in ELA. KIPP DC – Inspire PCS and KIPP DC – Quest PCS also lagged the MGP of 50.0 on the state assessment and the state GTP rate in both subjects in SY 2023 – 24 and SY 2024 – 25, indicating students in grades 3 and 4 grew more slowly than, and had average progress toward growth targets that lagged that of, their statewide peers. KIPP DC PCS's campuses serving elementary grades also demonstrated a need for improvement in state assessment proficiency in both subjects. Five of six campuses lagged, and in some cases significantly lagged, the state rate in ELA and math across the review period. While one campus, KIPP DC – Promise PCS, exceeded the state rate in math across the review period, this campus also lagged the state rate in ELA proficiency across the review period.

Middle School

KIPP DC PCS's campuses serving middle grades demonstrated a need for significant improvement in math and ELA growth and proficiency. All six campuses lagged, and in some cases significantly lagged, state ELA and math proficiency rates across the review

period, with the exception of KIPP DC – KEY PCS, which exceeded the math state proficiency rate in SY 2024 – 25. All six campuses also demonstrated ELA and math growth outcomes that lagged the median CGP of 50.0 on NWEA MAP in SY 2022 – 23 and SY 2023 – 24. Specifically, KIPP DC – Northeast PCS and KIPP DC – WILL PCS significantly lagged the median CGP by 20.0 or more points. This indicates that students in grades 5 – 8 at KIPP DC PCS grew more slowly, or significantly more slowly, than their nationwide peers in ELA and math. Further, all six campuses also lagged the MGP of 50.0 on the state assessment in one or both subjects in SY 2023 – 24 and SY 2024 – 25, and five of six campuses also lagged the state GTP rate in both ELA and math in SY 2024 – 25, indicating that most 5 – 8 students at KIPP DC PCS grew slower than, and demonstrated average progress toward growth targets that lagged that of, their statewide peers in ELA and math.

High School

KIPP DC PCS's campuses serving high school grades demonstrated a need for significant improvement in Advanced Coursework and Career Certification Achievement, in addition to math and ELA proficiency. KIPP DC – Legacy PCS and KIPP DC – College PCS significantly lagged the sector rate in Advanced Coursework and Career Certification Achievement across the review period, often by 20 or more percentage points. These outcomes suggest that students at KIPP DC PCS are not fully prepared to engage in college-level coursework or certification exams. Both campuses also lagged state rates in ELA and math proficiency on the state assessment across the review period. Further, both campuses demonstrated math proficiency rates less than 5.0% in SY 2022 – 23 and SY 2023 – 24,³⁸ and KIPP DC – Legacy PCS continued to do so in SY 2024 – 25.

³⁸ DC PCSB suppresses performance rates that are less than 5.0%.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Key Findings

- KIPP DC PCS did not commit a material violation of the law or its charter.
- KIPP DC PCS received a “Strengthening (Needs Assistance)” designation in FFY 2021 and FFY 2023, and “Building (Needs Intervention)” designation in FFY 2022 on its Special Education Performance Report (SEPR).
- In FFY 2021 and 2022, KIPP DC PCS exhibited concerns on its initial evaluation and reevaluation timeliness. The school improved its timeliness in FFY 2023.
- KIPP DC PCS exhibited low rates of English language development for EMLs at six campuses.
- KIPP DC PCS demonstrated noncompliance with open enrollment requirements at two campuses.

Compliance with Special Education Law

Charter schools must comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)³⁹ and Section 504 of the Rehabilitation Act of 1973.⁴⁰ OSSE monitors charter schools’ special education performance through an annual review of compliance and student progress measures. DC PCSB also monitors special education performance through its *Special Education Audit and Monitoring Policy* and by tracking state and due process complaints about services for SWD.⁴¹

OSSE’s Findings

Through federal fiscal year (FFY) 2020, OSSE published its special education oversight findings in annual determination reports.^{42,43} In FFY 2021, OSSE introduced its Special Education Performance Report (SEPR), which includes more measures and separate scores for compliance and student progress. Overall scores reflect the percentage of points earned from applicable measures, according to the scale below.⁴⁴ OSSE requires corrective action for LEAs that receive Strengthening (Needs Assistance) or lower for two or more consecutive years.

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

⁴⁰ 29 U.S.C. § 794.

⁴¹ See the *Special Education Audit and Monitoring Policy* here: <https://bit.ly/49U9wfR>.

⁴² FFY 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.

⁴³ See OSSE’s Glossary of Special Education Compliance Terms, Appendix K.

⁴⁴ 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 applicable to the LEA. For example, the Secondary Transition measure only applies to LEAs that serve students aged 16 and older.

- 81.0% – 100%: Leading (Meets Requirements)⁴⁵
- 61.0% – 80.9%: Strengthening (Needs Assistance)
- 41.0% – 60.9%: Building (Needs Intervention)
- 0.0% – 40.9%: Emerging (Needs Substantial Intervention)

The table below shows KIPP DC PCS’s special education performance during the review period.

KIPP DC PCS’s Special Education Performance ⁴⁶				
FFY	Overall Score	Compliance	Student Progress	SEPR Level (Annual Determination)
2020	86.7%	NA	NA	Meets Requirements
2021	62.1%	71.4%	57.0%	Strengthening (Needs Assistance)
2022	53.5%	57.1%	51.6%	Building (Needs Intervention)
2023	64.1 %	58.3%	67.2%	Strengthening (Needs Assistance)

KIPP DC PCS received a “Strengthening (Needs Assistance)” designation in FFY 2021 and FFY 2023. In FFY 2022, KIPP DC PCS received a “Building (Needs Intervention)” designation. As a result, OSSE requires the school to participate in technical assistance and prohibits KIPP DC PCS from reducing its Maintenance of Effort.⁴⁷

In FFY 2021 and FFY 2022, KIPP DC PCS exhibited compliance concerns regarding initial evaluation and reevaluation timeliness. Pursuant to IDEA, schools must complete initial evaluations 60 calendar days after obtaining parental consent to determine whether a student qualifies for special education services. If the LEA delays initial evaluations, it could negatively impact a student’s access to a free and appropriate public education. In FFY 2021, KIPP DC PCS completed only 43 of 126 required initial evaluations timely (34.1%).⁴⁸ In FFY 2022, KIPP DC PCS completed only 73 out of 198 timely (36.9%).⁴⁹

Pursuant to IDEA, schools must reevaluate each student with a disability at least every three years to confirm continued eligibility for services and to adjust services as needed. Reevaluation timeliness reflects a school’s ability to monitor student needs and ensure access to the education program. In FFY 2021, KIPP DC PCS completed only 60 of 145

⁴⁵ In this list, SEPR score language comes first, with IDEA annual determination language in parentheses. OSSE is in the process of phasing out IDEA annual determination language. See Appendix L for more detail about how LEA performance aligns with each IDEA annual determination, SEPR score level, and OSSE’s enforcement actions.

⁴⁶ See the SEPRs for KIPP DC PCS, Appendices M1 – M3.

⁴⁷ 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.

⁴⁸ The state sets the target for timely initial evaluations at 100%, conveying the importance of this measure. In FFY 2021, the state rate of timely initial evaluations was 76.2%.

⁴⁹ The state sets the target for timely initial evaluations at 100%, conveying the importance of this measure. In FFY 2022, the state rate of timely initial evaluations was 79.2%

required reevaluations timely (41.4%).⁵⁰ In FFY 2022, KIPP DC PCS completed only 12 of 33 required reevaluations (36.4%) timely.⁵¹

DC PCSB's Special Education Audit and Monitoring Policy

In SY 2020 – 21, DC PCSB staff conducted a desk audit of three KIPP DC PCS campuses because their population of enrolled students identified as receiving special education services was less than 8.5% of the total student enrollment without evidence of appropriate child find, student support and intervention practices, and inclusive recruitment strategies.

In SY 2023 – 24, DC PCSB staff conducted a desk audit of four KIPP DC PCS campuses for disproportionate out-of-school (OSS) rates among SWD compared to non-disabled students. That same year, DC PCSB staff conducted a desk audit of two KIPP DC PCS campuses for disproportionate mid-year withdrawal (MYW) rates of SWD compared to their non-disabled peers. In SY 2024 – 25, KIPP DC PCS – Heights received a desk audit for a second consecutive year for disproportionate OSS among SWD.⁵²

The table below includes more information on each audit.

⁵⁰ The state sets the target for timely reevaluations at 100%, conveying the importance of this measure. In FFY 2021, the state rate of timely reevaluations was 84.1%.

⁵¹ The state sets the target for timely reevaluations at 100%, conveying the importance of this measure. In FFY 2022, the state rate of timely reevaluations was 82.0%

⁵² See the *Special Education Audit and Monitoring Policy* for more details about the criteria for initiating special education audit procedures here: <https://bit.ly/49U9wfR>.

Audit Criteria Campuses	Audit Findings	Corrective Actions
SY 2020 – 21		
<i>Enrollment of SWD under 8.5%</i> KIPP DC – Arts and Tech PCS KIPP DC – Grow PCS KIPP DC – LEAP PCS	• The LEA offered in-person evaluations with strong health and safety measures in place, but many families felt uncomfortable bringing their child to school due to the COVID-19 public health emergency. • OSSE completed a compliance analysis and recommended the school close referrals because of family concerns related to COVID-19. • The LEA provided virtual learning options for all eligible students. • Student recruitment efforts spanned all demographics and advertised to all neighborhoods served.	• OSSE required the LEA to post information for families about Child Find online and in school buildings, provide specific training about referrals and eligibility during remote/hybrid learning, and increase parent communication. • DC PCSB staff recommended that the LEA keep appropriate documentation records open for students whose parents did not want them evaluated in person and that it continue to promote its Child Find policies.
SY 2023 – 24		
<i>OSS rate of SWD three times the rate of non-disabled peers</i> KIPP DC – Northeast PCS KIPP DC – WILL PCS KIPP DC – Quest PCS KIPP DC – Heights PCS	The LEA: • Provided manifestation determination review notes for students suspended over 10 days; • Implemented a Positive Behavioral Interventions and Supports (PBIS) framework; and • Provided Functional Behavior Assessments and Behavior Intervention Plans.	• DC PCSB staff recommended offering targeted interventions for students who frequently engaged in physical behavior that warranted suspension. • DC PCSB staff required the LEA to submit social-emotional learning programming plans for SY 2024 – 25 with objectives, timelines, and strategies for behavior management and conflict resolution.

<i>MYW rate of SWD three times the rate of non-disabled peers</i> KIPP DC – Inspire PCS KIPP DC – Northeast PCS	The LEA: • Collaborated with outside organizations to redesign multi-tiered systems of support structures. • Mental health practitioners and board-certified analysts trained staff on behavior intervention plans and implementation.	• DC PCSB staff recommended the LEA continue to leverage network support for special education and general education teachers to receive coaching in content differentiation. • DC PCSB staff recommended continued reflection on ways that general and special education teachers can have collaborative planning time to ensure students receive both interventions and appropriate access to grade level standards.
SY 2024 – 25		

<i>OSS rate of SWD three times the rate of non-disabled peers</i> KIPP DC – Heights PCS	The LEA: • Explained suspension incidents were primarily related to physical altercations. • Adjusted its discipline approach by designing a PBIS system for a subset of students. The LEA also increased those students' access to mental health resources. • Reported implementing a continuum of services model when making decisions about students that require significant behavioral supports. Such as, moving students to a more restrictive classroom environment with higher staff touch points and increased behavioral interventions. Expanded the campus program to include two self-contained classrooms and hired a special education co-teacher for SY 2025 – 26.	DC PCSB recommended: • The LEA use a walkthrough tool or checklist to ensure the support protocols in place were being implemented with fidelity. • The LEA implement a progress monitoring plan to track and determine support for students transitioning along the learning environment from a more restrictive environment to a less restrictive placement.
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In SY 2020 – 21, KIPP DC PCS met the standard to close the audit, with two out of the three audited campuses improving their rate of students receiving special education services above 8.5% of total enrollment. In SY 2021 – 22, KIPP DC – Arts and Tech PCS triggered the audit threshold again and continues to be monitored through DC PCSB and OSSE oversight.

In SY 2023 – 24, KIPP DC PCS met the standard to close the audit for OSS rate of SWD and MYW rate of SWD. Five of the six campuses audited improved their rates for the aligned criterion in the subsequent year. In SY 2024 – 25, the remaining campus, KIPP DC – Heights PCS, met the threshold for a special education audit for OSS rate of SWD for the second year in a row. DC PCSB staff will engage the campus in enhanced monitoring and aligned interventions in SY 2025 – 26 and beyond, as needed.

State and Due Process Complaints

KIPP DC PCS received two state complaints and one due process complaint alleging IDEA violations in November 2023, August 2024, and February 2024, respectively.

Complaint	Hearing Officer Determination (HOD)/Letter of Decision (LOD) Findings	Corrective Actions
State complaint (November 2023): A parent alleged the LEA did not transition the child's IEP to the newly enrolled school timely. The parent also alleged the LEA did not provide the parent with the IEP.	OSSE did not find evidence that the LEA failed to comply with regulations and therefore did not make a finding of noncompliance.	No corrective actions required.
State complaint (August 2024): The complaint alleged the LEA failed to provide prior written notice, follow reevaluation procedures, ensure that parents are afforded the opportunity to participate in IEP team meetings, provide procedural safeguards notice, include all IEP team members at IEP meetings, allow the parents of a child with a disability the opportunity to inspect and review all educational records, review and revise the IEP as appropriate, and provide special education services.	OSSE reviewed all allegations and did not find evidence of noncompliance.	No corrective actions required.
Due process complaint (February 2024): The parent alleged failure to provide educational services toward their student's goals in another setting and failure to permit parents to participate in IEP meetings and placement decisions.	The Hearing Officer concluded there was no violation of IDEA or denial of a free appropriate public education.	No corrective actions required.

KIPP DC PCS was not required to complete any corrective actions resulting from state or due process complaints.

Compliance with EML Law

Charter schools are legally required to provide equitable services to EMLs. To monitor compliance with this obligation, DC PCSB implements its *Emerging Multilingual Learner Audit and Monitoring Policy* and reports LEAs' results on the ACCESS for English Language Learners 2.0 (ACCESS) assessment. ACCESS is DC's annual English proficiency assessment for grades K – 12. It measures EMLs' English language development in listening, reading,

speaking, and writing. EMLs must take the ACCESS assessment annually until they score 4.5 or higher, indicating proficiency.

ACCESS Assessment Results

During the review period, all KIPP DC PCS campuses except KIPP DC – Key PCS and KIPP DC – Promise PCS had fewer than 10 EMLs take the ACCESS assessment.⁵³ In each year that KIPP DC – Key PCS and KIPP DC – Promise PCS had at least 10 EMLs, their ACCESS growth performance, which can be found in Appendix N, lagged behind the state’s performance.

DC PCSB’s *Emerging Multilingual Learner Audit and Monitoring Policy*⁵⁴

In SY 2023 – 24, DC PCSB staff performed a desk audit of KIPP DC PCS because fewer than 25.0% of EMLs met ACCESS growth targets across six campuses in the prior school year.

Audit Criteria	Audit Findings	Corrective Actions
Fewer than 25.0% of a school’s EMLs met ACCESS growth targets	Audit findings for the six campuses are suppressed, as the six campuses who met the criteria had fewer than 10 EMLs take the ACCESS assessment.	DC PCSB staff recommended the LEA: • Evaluate and revise its professional development for EML teachers and staff so all staff are equipped to serve EMLs. • Monitor the efficacy of its EML curriculum and engage in EML specific observations to assess the quality of instruction for EMLs.

KIPP DC PCS is implementing the recommended corrective actions. DC PCSB staff is continuing to monitor the LEA’s ACCESS and academic growth outcomes.

Compliance with Other Applicable Laws and Requirements

The SRA contains a non-exhaustive list of laws and other requirements applicable to charter schools, which DC PCSB monitors in its annual compliance reviews.⁵⁵ During the

⁵³ DC PCSB does not report values when the n-size is less than 10.
⁵⁴ See the *Emerging Multilingual Learner Audit and Monitoring Policy* here: <https://bit.ly/4c2XP86>.
⁵⁵ See KIPP DC PCS’s Compliance Review Reports, Appendices N1 – N5.

review period, KIPP DC PCS was compliant with all applicable laws and requirements as captured in DC PCSB's compliance reviews.

In addition, charter schools must use a competitive bidding process for procurement contracts valued at \$25,000 or more, and must submit certain contract information to DC PCSB within three days of awarding a contract.⁵⁶ To monitor compliance with this obligation, DC PCSB implements its *Procurement Contract Submission and Conflict of Interest Policy*.⁵⁷ DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements.

Charter schools are required to comply with open enrollment, which obligates LEAs to be open to all students who are DC residents.⁵⁸ To monitor compliance with this obligation, DC PCSB implements its *Open Enrollment Policy*.⁵⁹ In SY 2021 – 22 and SY 2024 – 25, DC PCSB found that KIPP DC PCS was noncompliant with open enrollment requirements.

Under its policy, DC PCSB monitors compliance with open enrollment by conducting phone calls to all campuses as part of the “Mystery Caller Initiative.” During each mystery call, DC PCSB staff poses as a prospective parent and asks questions about the campus's enrollment process for SWD or EMLs. If a campus gives a response that is not compliant with open enrollment requirements, DC PCSB staff calls a second time to determine if the violation was indicative of a systemic problem. Schools that fail both rounds of calls are eligible to receive a Notice of Concern.

In SY 2021 – 22, DC PCSB staff issued a Notice of Concern to KIPP DC PCS for a violation of the *Open Enrollment Policy* at KIPP DC – Grow PCS and KIPP DC – Legacy PCS. Both campuses demonstrated enrollment barriers for EMLs during each mystery call.⁶⁰ To lift the notice, staff from both campuses were required to attend a Registrar Professional Learning Community (PLC) session with DC PCSB staff and successfully pass three consecutive mystery calls. The campuses fulfilled both requirements, indicating that they no longer demonstrated barriers for EML students.⁶¹ DC PCSB lifted KIPP DC PCS's Notice of Concern at the end of SY 2021 – 22.⁶²

In SY 2024 – 25, DC PCSB issued a Notice of Concern to KIPP DC PCS for a violation of the *Open Enrollment Policy* at KIPP DC – Grow PCS.⁶³ KIPP DC – Grow PCS failed both rounds of mystery calls due to staff consistently failing to answer the phone. DC PCSB staff made 11

⁵⁶ See D.C. Code § 38-1802.04(c)(1).

⁵⁷ See DC PCSB's *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/4bNG2jK>.

⁵⁸ See D.C. Code § 38-1802.06(a) and § 2-1402.41(1).

⁵⁹ See DC PCSB's *Open Enrollment Policy* here: <https://bit.ly/4ojwJ2S>.

⁶⁰ See the Notice of Concern here: <https://bit.ly/4ppDb8M>.

⁶¹ Although KIPP DC PCS – Grow did not attend the live Registrar PLC session, the campus met this requirement by reviewing session materials and submitting an action plan for DC PCSB's review.

⁶² See the Lift of KIPP DC PCS Notice of Concern here: <https://bit.ly/3JWHZCy>.

⁶³ See the Notice of Concern here: <https://bit.ly/4nvnifh>.

attempts to contact the campus; mystery callers were unable to reach school staff or leave a voicemail during any call. This persistent lack of phone responsiveness created a barrier to enrollment access for families. To lift the Notice of Concern, KIPP DC PCS – Grow was required to answer and pass a series of mystery calls over the course of six months. KIPP DC PCS – Grow met this requirement, and DC PCSB lifted the school's Notice of Concern in October 2025.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY^{64, 65}

Key Findings

- KIPP DC PCS 1) has not engaged in a pattern of nonadherence to GAAP, 2) has not engaged in a pattern of fiscal mismanagement, and 3) is economically viable.⁶⁶
- The LEA has been included in DC PCSB's Financial Monitoring List since fiscal year (FY) 2023 Quarter 1 (Q1).⁶⁷
- DC PCSB placed the LEA on a financial corrective action plan (FCAP) during its Board meeting on June 26, 2023. The LEA complied with its FCAP requirements until its expiration in November 2025.

Adherence to GAAP and Fiscal Management

Based on a review of independent audit reports and financial reports submitted to DC PCSB by the LEA during the review period, DC PCSB has no evidence to indicate that KIPP DC PCS has either engaged in a pattern of nonadherence to GAAP or has engaged in a pattern of fiscal mismanagement.

Audit Reports

The unmodified audit reports for FY 2021 through FY 2024 state that KIPP DC PCS's financial statements present fairly, in all material respects, the LEA's financial position and changes in net assets and cash flows, in accordance with GAAP.

Other Findings

- The FY 2021 audit identified a significant deficiency in the internal control over financial reporting regarding the review of construction contracts and commitments to ensure accurate costs incurred. This was remediated in FY 2022.
- During FY 2022, KIPP DC PCS discovered a fraud committed by a former employee through deceitful invoices that resulted in a total loss of \$2.2M. Of the total loss, \$1.7M was later recovered from the LEA's insurer and a federal civil forfeiture action against

⁶⁴ See Financial Definitions and Examples in Appendix P.

⁶⁵ The information in this section is current as of October 10, 2025. Any significant additional information regarding the LEA's adherence to GAAP, fiscal management, and economic viability received by DC PCSB between the writing of this report and the date of the DC PCSB Board vote on the LEA's charter review will be disclosed in a Subsequent Financial Update Memo, which will not be part of this report. Additionally, the latest information regarding financial oversight escalations, such as inclusion on the Financial Monitoring List, issuance of Citations of Fiscal Concern, or placement on a financial corrective action plan (FCAP), may be found on DC PCSB's website: <https://bit.ly/40ljdvo>.

⁶⁶ DC PCSB assessed the LEA's financial condition holistically by examining financial reports and information, including but not limited to: the audited financial statements from FY 2021 through FY 2024; the unaudited financial statements for FY 2025; the annual budget for FY 2026; and DC PCSB's Financial Analysis Report (FAR) of Rocketship PCS from FY 2021 through FY 2024 and supporting information. See Rocketship PCS's FAR Reports, Appendices Q1 – Q3.

⁶⁷ The Financial Monitoring List is DC PCSB's first escalation step to track LEAs that show signs of financial instability. For more information, please see DC PCSB's website: <https://bit.ly/42QGqgE>.

assets purchased with proceeds from the fraudulent payments. In response to the fraud, in June 2023, DC PCSB approved an FCAP for the LEA. The FCAP was effective through November 2025 and monitored the implementation of changes and added controls to reduce the risk of reoccurrence. The fraud also resulted in the auditor reporting a significant deficiency in internal controls over vendor procurement in the LEA's FY 2022 audit, which was remediated in FY 2023. The LEA remained in compliance with the terms of the FCAP through its expiration.

Economic Viability

DC PCSB determined that KIPP DC PCS is economically viable as of the date of this report based on a holistic evaluation of key financial indicators (KFIs) for economic viability, enrollment trends, audited and unaudited financial statements, and budget as described below.

KFIs for Economic Viability

KFIs are metrics that DC PCSB uses to assess LEAs' financial performance and overall financial health.⁶⁸ Meeting or exceeding a KFI's target indicates strong performance on that KFI. The floor is the minimum acceptable threshold. Falling below the floor on one or more KFIs—or falling below the target while exhibiting a declining trend—may signal financial risk and a need for corrective action.

Key for KFIs	
Blue	At or above the target; the KFI is within a healthy range.
Yellow	Below the target but above the floor; further declines could result in concerns.
Red	Below the floor; the KFI fell below the threshold DC PCSB considers sound.

⁶⁸ For more details about DC PCSB's KFIs, see yearly FAR Technical Guides on DC PCSB's website: <https://bit.ly/44Yb0FR>.

KFIs for Economic Viability							
KFI	FY 2021 Audited	FY 2022 Audited	FY 2023 Audited	FY 2024 Audited	FY 2025 Unaudited	FY 2026 Budgeted	FY 2025 Floor, Target
Days of Cash on Hand	300	175	211	226	253	235	30, 45
Current Ratio	4.6	7.7	5.9	6.6	5.8	NA	0.9, 1.0
Cash Flow from Operations Margin	16%	-6%	13%	11%	15%	5%	-2%, 0%
Primary Reserve Ratio	1.0	0.8	0.9	0.9	0.9	0.7	0.0, 0.2
Annual Enrollment, % Change	6,963, NA	6,996, 0%	7,358, 5%	7,322, 0%	7,369, 1%	7,534, 2%	-10%, 0%

Enrollment Trends

Because LEAs receive per student funding, maintaining expenses commensurate with revenue from enrollment is key to financial sustainability. From FY 2021 to FY 2025, KIPP DC PCS's enrollment increased by 406 students (6%).

Financial Statements

Based on the audited financial statements for FY 2021 through FY 2024, unaudited financial statements for FY 2025, and budgeted financial statements for FY 2026, KIPP DC PCS did not demonstrate any concerning trends.

The only KFI for economic viability that fell below target from FY 2021 through FY 2026 was a -6% cash flow from operations margin in FY 2022. This was primarily due to increased costs from campus expansions, the return to in-person learning, and a significant increase in receivables. Since FY 2023, the cash flow from operations margin has rebounded to healthy, above-target levels.

The LEA had operating losses of \$5.0M in FY 2022 and budgets an operating loss of \$1.6M in FY 2026. This led to the LEA's net assets margin being below target at -2% and -1%, respectively. Despite the FY 2022 operating loss, the LEA's net assets grew by \$8.7M (5%) from fiscal year end (FYE) 2021 to FYE 2022, mainly because of a gain on the extinguishment of a New Market Tax Credit loan. The budgeted -1% change in net assets margin does not pose a threat to the LEA's economic viability, as primary reserve ratio and liquidity indicators are budgeted to remain safely above target in FY 2026.