

2025 ANNUAL REPORT

DC **PUBLIC CHARTER**
SCHOOL BOARD



Commitment to Students, Families, Staff, and Our Community
www.dcpsb.org

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****Throughout this publication we feature artwork from DC Public Charter School students.****

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Background

Created in 1996, the DC Public Charter School Board (DC PCSB) is an independent government agency of the District of Columbia that provides academic and financial oversight to 134 citywide public charter schools (PCS) managed by 68 independently run nonprofit organizations called local education agencies (LEAs).

As the sole public charter school authorizer in Washington, DC, our role is different from that of a school district. We do not operate or direct the management of public charter schools; that is the job of each school's board of trustees. Instead, we create the policies and conditions that empower teachers and school leaders to do their best work, which is educating students.

Report published on *July 30, 2025*.

Message from Executive Director Dr. Michelle J. Walker-Davis

Dear Friends and Partners,

This year, the word that guided us—through every conversation, discussion, decision, and challenge—was commitment.

From August 1, 2024, to July 31, 2025, our work at the DC Public Charter School Board was rooted in a deep commitment to students, families, and communities. We know that authorizing is more than oversight; it's a responsibility to ensure every public charter school in DC is positioned to thrive, grow, and serve students well.

This year marked the transition to the ASPIRE accountability system—a major milestone shaped by years of collaboration. We made adjustments based on school leader feedback, and we worked to ensure our policies and expectations were responsive. We also began a refresh of our financial oversight practices, knowing that stability and transparency are essential to strong schools.

Quality authorizing is a key strategy DC PCSB uses to realize these priorities. It is at the heart of the public charter school-authorizer relationship in Washington, DC. Using the following five tools, we evaluate public charter schools on academic accountability, financial health, and legal compliance:

- Charter review and renewal – An in-depth analysis conducted every five years to evaluate a school's academic performance, legal compliance, and financial viability. [Page 16]
- Qualitative Site Reviews (QSR) – Periodic observations to assess classroom instruction and culture, including assignment reviews to ensure academic rigor and grade-level standards. [Page 17]
- Financial Analysis Report – An annual report that assesses the financial sustainability of each nonprofit that operates a public charter school. [Page 21]
- Ongoing monitoring – Continuous oversight to ensure schools meet legal obligations and regulatory expectations. [Page 21]
- ASPIRE – Our academic evaluation system, used to guide oversight decisions starting SY 2026-2027 and illuminate both areas of excellence and where progress is needed. Visit www.dcpsb.org/ASPIRE to learn more.

But commitment also showed up in quieter ways: how we showed up when schools faced hard transitions, how we made space to listen deeply, and how we supported new leaders stepping into complex roles. In each instance, we chose to lead with empathy, accountability, and a belief in continuous improvement.

We understand that our role is complex. We are both regulator and partner—holding schools to high standards while working side-by-side with them to achieve results. That dual commitment—to excellence and support—defined our work this year.

Looking ahead, we know the work isn't finished. The challenges facing public education are real. But so is our resolve. We remain committed to a sector that is more equitable, more responsive, and always focused on what matters most—students.

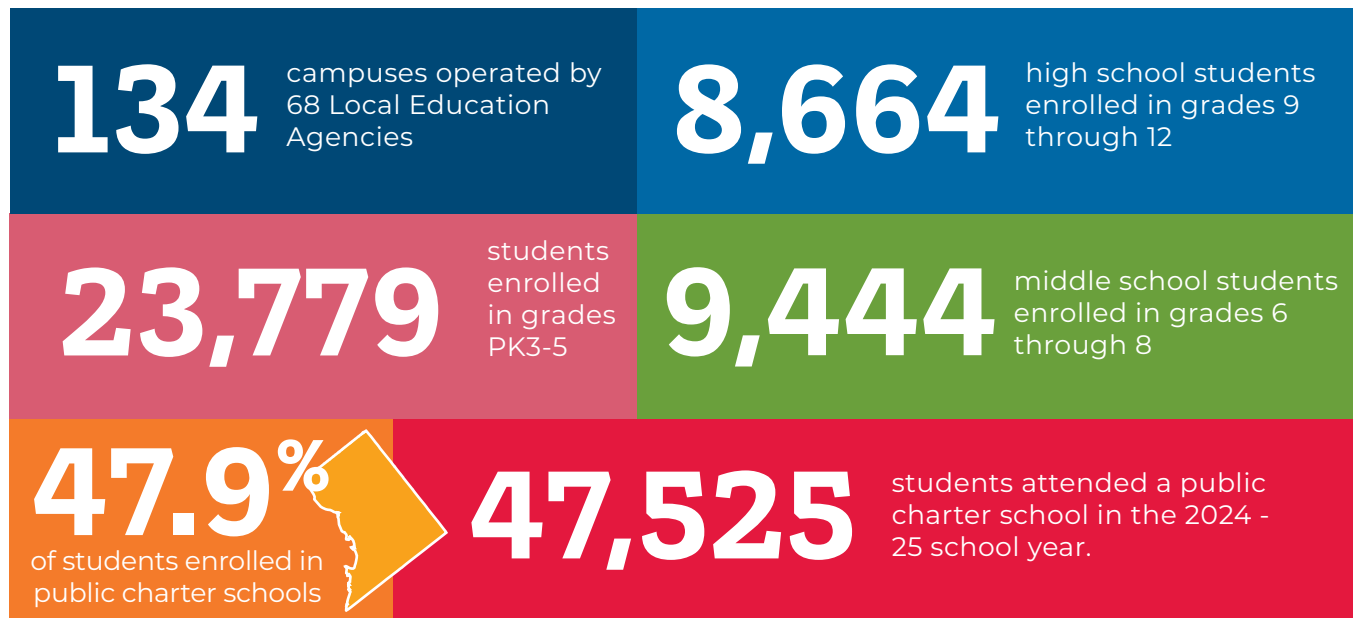
With gratitude and partnership,



Michelle J. Walker-Davis, Ed.D.
Executive Director
DC Public Charter School Board



School Year 2024 – 25 in Review



Public Charter School Enrollment Data

Public charter schools enrolled **47,525** students, or **47.9%**, in the 2024 – 25 school year. Below, you will find data showing the total number of public charter school students enrolled by grade and student population.

% of PCS Students by Grade Band or Program for the SY S024 - 25

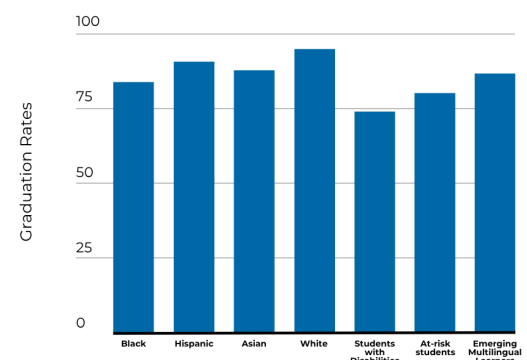
- **PK3-PK4** - 13.1%
- **K-5** - 36.6%
- **6-8** - 19.7%
- **9-12** - 18.1%
- **Adult** - 12%
- **Alternative** - 3.4%

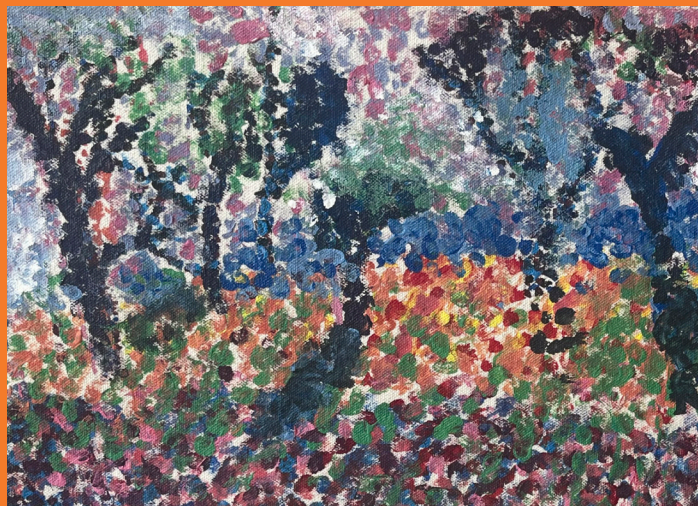
Four-Year Graduation Rate: 82.7%

Our public charter schools graduate more students across most student populations than traditional public schools. The four-year graduation rate for public charter schools is 82.7% percent. The five-year adjusted cohort rate is 89.3%.

Graduation Rates by Student Group *(excludes adult programs)*

- 79.9% of Black students
- 88.8% of Hispanic students
- 86.7% of Asian students
- 93.2% of White students
- 74.3% of students with disabilities
- 77.8% of at-risk students
- 85.6% of EML students





LEADERSHIP AND HOW WE WORK

To effectively carry out our mission and uphold our values, DC PCSB commits to fostering a culture that considers multiple perspectives. We encourage our staff to lean into complex conversations, using shared language that facilitates learning and understanding toward addressing the negative impact of incongruent systems and outcomes. This commitment is not a stand-alone effort; it is embedded in how we make decisions, lead projects, and serve students and our DC community.



Shantelle Wright
CHAIR | Ward 8



Jim Sandman
VICE CHAIR | Ward 6



****Dwight Davis**
MEMBER | Ward 5



**Shukurat
Adamoh-Faniyan**
SECRETARY | Ward 8



Carisa Stanley Beatty
TREASURER | Ward 5



Lea Crusey
MEMBER | Ward 6



***Nick Rodriguez**
MEMBER | Ward 6

*Nick Rodriguez was a member of the Board until the end of his term in February 2025.

**Dwight Davis resigned from the board in June 2025.

Our Core Values

Core values guide everything and truly are the heart of this organization. They help foster a unique culture of:



Commitment – There is a commitment to serve students and families, and to working collaboratively to improve outcomes for all.



Care – Everyone is supported professionally and personally through a collegial and fun environment.



Excellence – High-quality work is produced to improve public schools and is grounded in decisions based on data, fairness, good judgment, and adherence to the Board's policies.



Integrity – The integrity of DC PCSB and the public charter sector is promoted through ethical, transparent, and honest words and actions.



Initiative – There is a focus on opportunities instead of obstacles, proactively creating innovative solutions and removing barriers to attain results.



Reflection – Feedback is welcomed to engage in continual learning and improvement. The Board strives to implement what has been learned in future work.

We stand by our mission.

To approve, monitor, and evaluate schools, with an emphasis on equity and academic excellence, DC PCSB creates policies and conditions to empower educators to do their best work in service of students and engages families, schools, and communities to inform our decision-making.

We stand by our vision and why we do this work.

Every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security.





Every DC student receives a quality education

2025-2028 Strategic Roadmap

Excellent Schools, Enduring Partnerships, Effective Organization

Our **Strategic Roadmap** is a bold and forward-looking plan designed to guide our work over the next three years. It reflects our mission to provide quality public charter schools across the District of Columbia and our vision for equitable access, high academic standards, and student success.

The Roadmap identifies our Strategic Priorities:



Why It's Important

Our Strategic Roadmap outlines five core principles to guide our efforts and ensure we effectively fulfill our mission, vision, and strategic priorities, while upholding our commitment to fostering a culture that considers multiple perspectives. These principles directly support DC PCSB's strategic priorities for the next three years, enabling us to live our values in a meaningful and measurable way.





EXCELLENT SCHOOLS

Ensure that DC PCSB decision-making responds to citywide need
and results in improved outcomes for all DC students.

DC Public Charter Schools

SCHOOL NAME	WARD	PROGRAM TYPE	2024 - 25 GRADES SERVED	2024 - 25 AUDITED ENROLLMENT
Academy of Hope Adult PCS	5, 8	Literacy, GED Preparation, Computer Skills, Dual Enrollment; day and evening	Adult Education	997
Achievement Preparatory Academy PCS - Wahler Place Elementary School	8	Leadership Development	PK3 - 5	409
AppleTree Early Learning Center PCS - Columbia Heights	1	Early Childhood	PK3 - PK4	119
AppleTree Early Learning Center PCS - Douglas Knoll	8	Early Childhood	PK3 - PK4	39
AppleTree Early Learning Center PCS - Lincoln Park	6	Early Childhood	PK3 - PK4	61
AppleTree Early Learning Center PCS - Oklahoma Avenue	7	Early Childhood	PK3 - PK4	84
AppleTree Early Learning Center PCS - Parklands at THEARC	8	Early Childhood	PK3 - PK4	98
AppleTree Early Learning Center PCS - Southwest	6	Early Childhood	PK3 - PK4	54
AppleTree Early Learning Center PCS - Spring Valley	3	Early Childhood	PK3 - PK4	113
AppleTree Early Learning Center PCS - Waterfront Station	6	Early Childhood	PK3 - PK4	90
BASIS DC PCS	2	Liberal Arts	5 - 12	692
Breakthrough Montessori PCS	4	Montessori	PK3 - 6	383
Bridges PCS	5	Early Childhood to Elementary; Special Education Focus	PK3 - 5	365
Briya PCS	5	Two-Generation Program; English as a Second Language; Child Development Associate; Medical Assistant	PK3 - PK4 & Adult	769
Capital City PCS - High School	4	Arts Integration; Project-Based Learning	9 - 12	348
Capital City PCS - Lower School	4	Arts Integration; Project-Based Learning	PK3 - 4	323
Capital City PCS - Middle School	4	Arts Integration; Project-Based Learning	5 - 8	344
Capital Village PCS	5	Expeditionary Learning, Small School, and Personalized Learning	5 - 8	91
Carlos Rosario International PCS	1, 5	Literacy; English as a Second Language; Computer Skills; Culinary Arts, Nurse Aide, GED and Citizenship Preparation	Adult Education	2159
Cedar Tree Academy PCS	8	Early Childhood	PK3 - 3	399
Center City PCS - Brightwood	4	Liberal Arts; Humanities	PK3 - 8	268
Center City PCS - Capitol Hill	6	Liberal Arts; Humanities	PK3 - 8	257
Center City PCS - Congress Heights	8	Liberal Arts; Humanities	PK3 - 8	251
Center City PCS - NoMa	6	Liberal Arts; Humanities	PK3 - 8	212
Center City PCS - Petworth	4	Liberal Arts; Humanities	PK3 - 8	255
Center City PCS - Shaw	2	Liberal Arts; Humanities	PK4 - 8	202
Cesar Chavez PCS for Public Policy	7	Public Policy	6 - 12	367
Community College Preparatory Academy PCS	8	HVAC Training; National Customer Service; Computer Skills; CompTIA Help Desk; Microsoft Office Suite; Dual College Enrollment	Adult Education	500
Creative Minds International PCS	5	International Education; Inclusion; Arts Education/Integration	PK3 - 8	528
DC Bilingual PCS	5	Dual Language; Arts Integration; Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 5	622

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2024 - 25 GRADES SERVED	2024 - 25 AUDITED ENROLLMENT
DC Prep PCS - Anacostia Elementary School	8	Interdisciplinary Curriculum	PK3 - 3	409
DC Prep PCS - Anacostia Middle School	8	Interdisciplinary Curriculum	4 - 6	315
DC Prep PCS - Benning Elementary School	7	Interdisciplinary Curriculum	PK3 - 3	430
DC Prep PCS - Benning Middle School	7	Interdisciplinary Curriculum	4 - 8	318
DC Prep PCS - Edgewood Elementary School	5	Interdisciplinary Curriculum	PK3 - 3	400
DC Prep PCS - Edgewood Middle School	5	Interdisciplinary Curriculum	4 - 8	308
DC Scholars PCS	7	Interdisciplinary Curriculum	PK3 - 8	478
DC Wildflower PCS - The Riverseed School	7,8	Montessori	PK3 - PK4	45
Digital Pioneers Academy PCS - Capitol Hill/Upper School	6	Computer Science; Diverse Out-of-School Experiences	9 - 12	385
Digital Pioneers Academy PCS - Jochenning/Lower School	8	Computer Science; Diverse Out-of-School Experiences	6 - 8	297
District of Columbia International School	4	Language Immersion; International Baccalaureate Curriculum	6 - 12	1654
E.L. Haynes PCS - Elementary School	4	Experiential Learning	PK3 - 5	409
E.L. Haynes PCS - Middle School	1	Experiential Learning	5 - 8	329
E.L. Haynes PCS - High School	4	Experiential Learning	9 - 12	446
Early Childhood Academy PCS	8	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	281
Elsie Whitlow Stokes Community Freedom PCS - Brookland	5	Dual Language	PK3 - 5	354
Elsie Whitlow Stokes Community Freedom PCS - East End	7	Dual Language	PK3 - 5	348
Friendship PCS - Armstrong Elementary	5	Reggio Emilia-Inspired Learning Center	PK3 - 3	239
Friendship PCS - Armstrong Middle	5	Arts Integration	4 - 8	199
Friendship PCS - Blow Pierce Elementary	7	College Prep School	PK3 - 3	271
Friendship PCS - Blow Pierce Middle	7	College Prep School	4 - 8	238
Friendship PCS - Chamberlain Elementary	6	Champions for Student Achievement	PK3 - 3	256
Friendship PCS - Chamberlain Middle	6	Champions for Student Achievement	4 - 8	303
Friendship PCS - Collegiate Academy	7	Early College High School	9 - 12	745
Friendship PCS - Ideal Elementary	4	Reggio Emilia-Inspired Learning Center	PK3 - 3	212
Friendship PCS - Ideal Middle	4	Extended Day	4 - 8	172
Friendship PCS - Online Academy	4	Virtual School	K - 8	364
Friendship PCS - Southeast Elementary	8	Every Child Ready Instructional Approach	PK3 - 3	357
Friendship PCS - Southeast Middle	8	Every Child Ready Instructional Approach	4 - 8	293
Friendship PCS - Technology Preparatory High School	8	Science, Technology, Engineering, Mathematics (STEM) Focus	9 - 12	307
Friendship PCS - Woodridge International Elementary	5	International Baccalaureate	PK3 - 3	218
Friendship PCS - Woodridge International Middle	5	International Baccalaureate	4 - 8	223
Girls Global Academy PCS	2	Single Gender, International Baccalaureate, Business and Engineering	9 - 12	183
Global Citizens PCS	7	Dual Language/Immersion, Extended Day, Restorative Justice Program	PK3 - K	198

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2024 - 25 GRADES SERVED	2024 - 25 AUDITED ENROLLMENT
Goodwill Excel Center PCS	2	Transportation Assistance; Child Care and Flexible Class Schedules	Adult Education	438
Harmony DC PCS - School of Excellence	5	Science, Technology, Engineering, and Mathematics (STEM) Focus	PK3 - 5	182
Hope Community PCS - Tolson	5	Expeditionary Learning (Art, Technology, Science Inquiry, and Music)	PK3 - 8	225
Howard University Middle School of Mathematics and Science PCS	1	Math and Science Focus	6 - 8	271
I Dream PCS	7	Multi-Age Cohorts, Dream Time, Customized Learning Plans, and Social-Emotional Learning	PK3 - 5	99
IDEA PCS	7	Leadership, Construction, and Design Focus; College Dual-Enrollment	9 - 12	350
Ingenuity Prep PCS	8	Civic Leadership; Blended Learning; Early Childhood	PK3 - 8	797
Inspired Teaching Demonstration PCS	5	Inquiry-Based, Whole Child, and Social Justice Focus	PK3 - 8	521
Kingsman Academy PCS	6	Project-Based; Personalized Learning	Alternative	346
KIPP DC - AIM Academy PCS	8	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	435
KIPP DC - Arts and Technology Academy PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	243
KIPP DC - College Preparatory PCS	5	Global Readiness Based Curriculum; Career and College Coaching; Advanced Placement Courses; Freshman Academies	9 - 12	642
KIPP DC - Connect Academy PCS	5	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	251
KIPP DC - Discover Academy PCS	8	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	282
KIPP DC - Grow Academy PCS	6	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	224
KIPP DC - Heights Academy PCS	8	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	408
KIPP DC - Honor Academy PCS	8	Blended Learning	5 - 8	328
KIPP DC - Inspire Academy PCS	8	Blended Learning	1 - 4	314
KIPP DC - KEY Academy PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	422
KIPP DC - Lead Academy PCS	6	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	343
KIPP DC - LEAP Academy PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - PK4	220
KIPP DC - Northeast Academy PCS	5	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	345
KIPP DC - Pride Academy PCS	8	Blended Learning	PK3 - K	212
KIPP DC - Promise Academy PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	K - 4	614
KIPP DC - Quest Academy PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	388

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2024 - 25 GRADES SERVED	2024 - 25 AUDITED ENROLLMENT
KIPP DC - Spring Academy PCS	5	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	371
KIPP DC - Valor Academy PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	340
KIPP DC - WILL Academy PCS	2	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	341
KIPP DC - Legacy College Preparatory PCS	8	Blended Learning, Dual College Enrollment, Advanced Placement	9 -12	646
Latin American Montessori Bilingual PCS	4, 5	Montessori; Language Immersion	PK3 - 5	572
LAYC Career Academy PCS	1	Medical Assistant; Computer Skills; Dual Enrollment; GED Preparation; English as a Second Language; Literacy and Numeracy Skill Development	Adult Education	186
LEARN DC PCSB	8	Blended Learning, Extended Day, Restorative Justice Program	PK3 - 5	270
Lee Montessori PCS - Brookland	8	Montessori	PK3 - 6	298
Lee Montessori PCS - East End	5	Montessori	PK3 - 5	246
Mary McLeod Bethune Day Academy PCS	4, 5	Arts Integration; Language Immersion; International Baccalaureate	PK3 - 8	303
Maya Angelou PCS - High School	7	Blended and Individualized Learning; Socio-emotional Learning	Alternative	218
Maya Angelou PCS - Young Adult Learning Center	7	General Education Development (GED)	Adult Education	312
Meridian PCS	1	Interdisciplinary Curriculum	PK3 - 8	577
Monument Academy PCS	7	Boarding school and Wraparound with Foster Care/ At-Risk Focus	Alternative	131
Mundo Verde Bilingual PCS - Calle Ocho	5	Dual Language/Immersion, Education for Sustainability Focus	PK3 - 5	504
Mundo Verde Bilingual PCS - J.F. Cook	5	Dual Language/Immersion, Education for Sustainability Focus	PK3 - 5	561
Paul PCS - International High School	4	Academics, Arts, Athletics, and Global Enrichment	9 -12	439
Paul PCS - Middle School	4	Academics, Arts, Athletics, and Global Enrichment	5 - 8	328
Perry Street Preparatory PCS	5	Interdisciplinary Curriculum; Extended Academic Time	PK3 - 8	437
Richard Wright PCS for Journalism and Media Arts	6	Journalism and Media Arts	8 -12	300
Rocketship PCS - Infinity Community Prep	5	Arts Integration	PK3 - 5	321
Rocketship PCS - Legacy Prep	8	Personalized and Blended Learning	PK3 - 5	530
Rocketship PCS - Rise Academy	7	Personalized and Blended Learning	PK3 - 5	346
Roots PCS	4	African Centered Curriculum	PK3 - 5	76
Sela PCS	4	Dual Language/Immersion	PK3 - 5	302
Shining Stars Montessori Academy PCS	5	Montessori	PK3 - 6	197
Social Justice PCS	5	Expeditionary Learning, Liberatory Design Thinking, and Crew	5 - 8	97
St. Coletta Special Education PCS	7	Special Education	Alternative	250

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2024 - 25 GRADES SERVED	2024 - 25 AUDITED ENROLLMENT
Statesmen College Preparatory Academy for Boys PCS	7	Boy-Friendly Academic Environment, Improving Academic Skills, Social Competencies, and Personal Development	4 - 8	297
The Children's Guild DC PCS	5	Montessori	Alternative	246
The Family Place PCS	1	ESL, Child Development Associate, Workforce Development, Spanish, Literacy, 2-Gen Approach	Adult Education	234
The Next Step/El Proximo Paso PCS	1	GED Preparation; English as a Second Language; Dual College Enrollment; Day and Evening Options; Transportation and Childcare Assistance	Adult Education	502
The SEED PCS of Washington DC	7	Boarding School	9 - 12	242
The Sojourner Truth School PCS	5	Montessori, Blended Learning	6 - 12	292
Thurgood Marshall Academy PCS	8	Public Policy and Law Focus	9 - 12	373
Two Rivers PCS - 4th Street	6	Expeditionary Learning	PK3 - 5	384
Two Rivers PCS - Young Elementary School	5	Expeditionary Learning	PK3 - 5	398
Two Rivers PCS - Young Middle School	5	Arts Integration	6 - 8	224
Washington Global PCS	6	International Curriculum; Individualized Learning	6 - 8	227
Washington Latin PCS - The Anna Julia Cooper Middle School	5	Classical Education	5 - 6	384
Washington Latin PCS - Middle School	4	Classical Education	5 - 8	389
Washington Latin PCS - Upper School	4	Classical Education	9 - 12	357
Washington Leadership Academy PCS	5	Tech, Coding, Computer Science; Leadership Development	9 - 12	386
Washington Yu Ying PCS	5	Mandarin Chinese Language Immersion; International Baccalaureate	PK3 - 5	700
YouthBuild PCS	1	English as Second Language; Construction Education; Dual enrollment	Adult Education	129



Evaluating Academics

DC PCSB collaborates with school leaders, families, policymakers, local and national education agencies, and other partners to determine how to best strengthen and improve our academic oversight of DC public charter schools without impeding a school's freedom to make decisions that are best for their students, teachers, and school communities. Our oversight work improves the experiences of all DC students.

Our approach to academic oversight consists of:

Charter Reviews and Renewals

The DC School Reform Act requires DC PCSB to conduct a charter review of each school at least once every five years. We evaluate each school's progress toward meeting its charter goals and academic achievement expectations. We also assess each school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management.

During the 2024 – 25 school year, DC PCSB conducted 20 charter reviews, as outlined below. While no charter renewals took place during this period, the Board engaged in discussions and voted on 19 of these reviews. See the list of Board Actions on p. 32 for the date of each vote.

5-Year Charter Reviews

The Board approved these 5-year reviews:

- Capital Village PCS
- Girls Global PCS
- Sojourner Truth PCS
- Social Justice PCS

10-Year Charter Reviews

The Board approved these 10-year reviews:

- Children's Guild PCS
- Monument PCS
- Kingsman PCS
- Washington Global PCS

20-Year Charter Reviews

The Board approved these 20-year reviews:

- AppleTree PCS
- Bridges PCS
- Early Childhood PCS
- Hope Community PCS
- Howard University Middle PCS
- MM Bethune PCS
- YouthBuild PCS

25-Year Charter Reviews

The Board approved these 25-year reviews:

- Capital City PCS
- Cedar Tree PCS
- IDEA PCS
- Paul PCS

*DC PCSB staff conducted a five-year review of I Dream PCS's charter; however, the Board did not vote on the review because the school voluntarily relinquished its charter.

Please visit our website to read the review reports: <https://dcpcsb.org/charter-reviews-and-renewals>.

Interventions and Correction of Deficiencies

DC PCSB issued the following conditions during SY 2024 – 25:

- Schools must meet their academic goals, as outlined in DC PCSB's *Charter Goals Policy*
- Schools must implement school improvement plans, and demonstrate progress toward academic outcomes identified in the plans, or be required to relinquish their charter.

Schools must improve in specified areas such as mission-critical program planning, school board governance, and English proficiency for emerging multilingual learners.

Qualitative Site Reviews

DC PCSB developed the Qualitative Site Review (QSR) initiative to evaluate schools' environment and instructional quality. The QSR is intended to provide a snapshot of overall quality, not to evaluate individual teachers. DC PCSB conducts unannounced school visits and selects a random sample of classrooms. DC PCSB does not typically observe electives, but will observe an elective class if it is critical to the school's mission. While DC PCSB may note general trends across grade levels or subject areas, the QSR team will not give recommendations or share individual observation results. The QSR team produces a final report containing a qualitative assessment for each campus within the LEA.

QSRs are comprised of the following components:

1. A sector-wide training with school leaders to provide an overview of the QSR;
2. A review of student English language arts (ELA) and math and work samples;
3. Unannounced observations of 75.0% of core-content classrooms and special education and emerging multilingual learner programs; and
4. Scheduled debrief with the school leadership team and DC PCSB staff.

The QSR team recently redesigned the debrief process to align with DC PCSB's mission: 'empower educators to do their best work in service of students.' This redesign positioned school leaders and the QSR team as collaborators and co-conspirators, enabling them to openly discuss the school's QSR and its findings and recognize areas of strength, and thoughtfully process and develop the next steps to address growth areas.

DC PCSB conducted the QSR process at the following schools in SY 2024 – 25:

- Digital Pioneers PCS – Capitol Hill
- Digital Pioneers PCS – Johenning
- Global Citizens PCS
- Goodwill Excel PCS
- I Dream PCS
- Inspired Teaching PCS
- 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 – Heights PCS
- KIPP DC – Honor PCS
- KIPP DC – Inspire PCS
- KIPP DC – KEY PCS
- KIPP DC – Lead PCS
- KIPP DC – LEAP PCS
- KIPP DC – Legacy PCS
- KIPP DC – Northeast PCS
- KIPP DC – Pride PCS
- KIPP DC – Promise PCS
- KIPP DC – Quest PCS
- KIPP DC – Spring PCS
- KIPP DC – Valor PCS
- KIPP DC – WILL PCS
- KIPP DC PCS – The Learning Center
- KIPP DC PCS – Virtual Learning Program
- LEARN DC PCS
- Mundo Verde PCS – Calle Ocho
- Mundo Verde PCS – Cook
- Next Step PCS
- Richard Wright PCS
- SEED PCS
- Shining Stars PCS
- Washington Latin PCS – Anna Cooper MS
- Washington Latin PCS – MS
- Washington Latin PCS – US

Learn more about the QSR initiative on our website at <https://dcpcsb.org/qualitative-site-reviews>.

Sector Planning

As DC's sole authorizer, DC PCSB oversees sector-wide changes that expand students' access to a quality education. We evaluate requests from new and existing schools to open, expand, relocate, or reconfigure. Should a school's board vote to relinquish its charter or if DC PCSB revokes or does not renew the charter, then DC PCSB manages the closure process. Below are the school openings, grade additions, reconfigurations, relocations, and closures effective in SY 2024 – 25. For a list of charter amendments approved this school year, including new campuses and facilities that will open no earlier than SY 2025 – 26, see page 32.¹

New School Openings

Two new campuses opened in SY 2024 – 25.

CAMPUS	GRADES SERVED	ADDRESS	WARD
AppleTree PCS – Spring Valley	PK3 – PK4	4900 Massachusetts Ave. NW	3
AppleTree PCS – Waterfront Station	PK3 – PK4	330 Maple Dr. SW	6

School Closures

One LEA, Eagle Academy PCS, closed a week prior to the start of SY 2024 – 25. Two other LEAs closed at the end of SY 2024 – 25. All closed by voluntarily relinquishing their charters.

CAMPUS	GRADES SERVED	ADDRESS	WARD
Eagle Academy PCS	PK3 – 3	3400 Wheeler Rd. SE, 1900 Half Street SW	8, 6
Hope Community PCS	PK3 – 8	2917 8th St. NE	5
I Dream PCS	PK3 – 5	2220 Branch Ave. SE	7

Grade Additions and Reconfigurations

The following campuses added a grade beginning in SY 2024 – 25.

CAMPUS	GRADES SERVED	CURRENT GRADES SERVED
DC Prep PCS – Anacostia MS	8	4 – 8
DC Wildflower PCS	1	PK3 – 1
Digital Pioneers Academy PCS – Capitol Hill	12	9 – 12
Global Citizens PCS	2	PK3 – 2
LEARN DC PCS	4	PK3 – 4
Lee Montessori PCS – East End	4	PK3 – 4
Mundo Verde PCS – Calle Ocho	5	PK3 – 5
Sojourner Truth PCS	11	6 – 11
Washington Latin PCS – Anna Cooper MS	8	5 – 8

¹ Per DC PCSB's *Definition of School, Campus, and Facility Policy*, a campus serves a distinct grade span with a dedicated academic leader, has charter goals and academic expectations separate from the other campuses, and receives its own accountability report. A facility is a building that houses a part of a campus, an entire campus, or multiple campuses. Read the policy at <https://bit.ly/3rUbWwQ>.

The following campuses reconfigured their grades beginning in SY 2024 – 25.

CAMPUS	GRADE CHANGED	GRADES SERVED AT CAPACITY
E.L. Haynes PCS – ES	Added 5	PK3 – 5
E.L. Haynes PCS – MS	Removed 5	6 – 8

Facility Openings

In addition to new school openings, the following schools opened a second facility or relocated in SY 2024 – 25.

CAMPUS	TYPE OF CHANGE	ADDRESS	WARD
Community College Prep PCS	Temporary Relocation	30 Atlantic St. SE 2001 Mississippi Ave. SE 2409 Ainger Pl. SE	8
Community College Prep PCS	Permanent Relocation	1801 U St. SE	8

New School Charter Applications

On August 16, 2024, we released our 2025 Charter Application Guidelines. They explain the submission and review process for new school charter applications. These guidelines and all associated resources can be found at <https://dcpcsb.org/start-charter-school>.

On March 14, 2025, DC PCSB received one application to establish a new public charter school: NewU Early College. The founding team proposed opening a dual enrollment program for students in grades 11 and 12 through a partnership with NewU University. On May 19, 2025, the Board voted to deny the application. To be considered for conditional approval, an applicant must meet, at the minimum, the standard "Demonstrated Need for the School." DC PCSB staff determined that NewU Early College did not meet this standard. Further, staff determined the applicant did not meet three of the four remaining standards. The denial letter can be accessed at <https://dcpcsb.org/charter-applications-archive>.



Non-Academic Oversight

Compliance Review

As part of our oversight practices, we conduct an annual Compliance Review to ensure public charter LEAs comply with applicable laws and charter requirements.

Annually, public charter schools submit many documents and data for our review. The LEA Submission Calendar details all compliance items due to DC PCSB during SY 2024 – 25. If DC PCSB staff determines that any document is incomplete or inaccurate, then it is returned to the school for revision and resubmission. If schools submit untimely or consistently incomplete compliance items, then DC PCSB may issue escalating consequences including Early Warning notices, Out of Compliance notices, and Notices of Concern.

After reviewing all submissions, DC PCSB staff generates a Compliance Review Report for each public charter LEA. This report designates each compliance requirement as compliant, in progress, or not compliant. A "compliant" rating means the school has satisfied the compliance standards. A rating of "in progress" means the school has not satisfied the compliance standards but has provided an explanation or evidence that the issue is being remedied in a way that DC PCSB accepts as reasonable. A rating of "not compliant" means the school has not satisfied the compliance standards and has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

On March 3, 2025, DC PCSB sent each LEA's board of trustees and executive director a SY 2024 – 25 Compliance Review Report. No schools received a "not compliant" rating. Also, by that date, 30 schools were marked "in progress" for one of the following items:

- Accreditation
- Board Roster
- Certified Staff to Administer Medicine
- Charter Board Calendar
- Staff Roster and Background Checks
- Student Enrollment Forms
- Student/Family Policies

As of June 2025, most LEAs with "in progress" statuses have been brought into compliance.

View the annual LEA Document Submission Calendar and Compliance Review results on our website here, [**https://dcpcsb.org/annual-compliance-reporting**](https://dcpcsb.org/annual-compliance-reporting).

Financial Oversight

Each year, DC PCSB assesses the finances of every public charter LEA to determine if they have sufficient financial strength for the year, plus contingencies. If an LEA has engaged in a pattern of non-adherence to generally accepted accounting principles (often referred to as GAAP), has engaged in a pattern of fiscal mismanagement, or is no longer economically viable, we are required to close it per DC law.

Financial Monitoring

We monitor the financial health and management of public charter LEAs using three primary tools: (1) the annual Financial Analysis Report, which provides a comprehensive assessment of the school's financial health, based primarily on audited financial statements; (2) a review of the annual budget of the school's operations; and (3) a review of interim LEA financial statements, either quarterly or monthly, including a Statement of Financial Position, Statement of Activities, and Statement of Cash Flows. Additionally, public charter LEAs undergo an in-depth review of their financial health and management as part of the review or renewal process every five years.

Financial Compliance

As part of our compliance review, audited financial statements also include a supplemental schedule that lists all contracts worth more than \$25,000 per year that the public charter LEA executed during the fiscal year. Read more about our Procurement and Contract Submissions Policy at <https://dcpcsb.org/procurement-contract-submission-policy>.

Financial Transparency

To make sure families and the public have access to information, we publish school budgets, tax returns, spending plans for at-risk funds, audited financial statements, and the Financial Analysis Report on our website at <https://dcpcsb.org/school-finances>.



Here is a summary of public charter LEA financial audit results for fiscal year 2024:

AUDIT OUTCOME	# OF LEAS
Audit submitted after due date (with approved extension from DC PCSB)	1
Audit submitted after due date (without approved extension from DC PCSB)	5
Number of LEAs failing to timely submit the audited financial statement required (sum of above two rows)	6
Audit reflected a modified opinion on the financial statements (US GAAP)	0
Audit reflected material weaknesses or significant deficiencies in the internal control over financial reporting	5
Audit reflected noncompliance material in the financial statements	0
Audit reflected a modified opinion on Uniform Guidance Single Audit (LEAs spending more than \$750,000 in federal funds in one fiscal year are required to have a Single Audit under the Uniform Guidance rules)	0
Audit reflected material weaknesses or significant deficiencies in the internal control over compliance with Uniform Guidance Single Audit	1
Audit reflected unresolved prior-year audit findings	2
Audit disclosed going-concern issue	0
Disclosed debt-compliance issue	2

More detailed information on public charter LEA financial results is available on DC PCSB's website at <https://dcpcsb.org/financial-analysis-reports>.

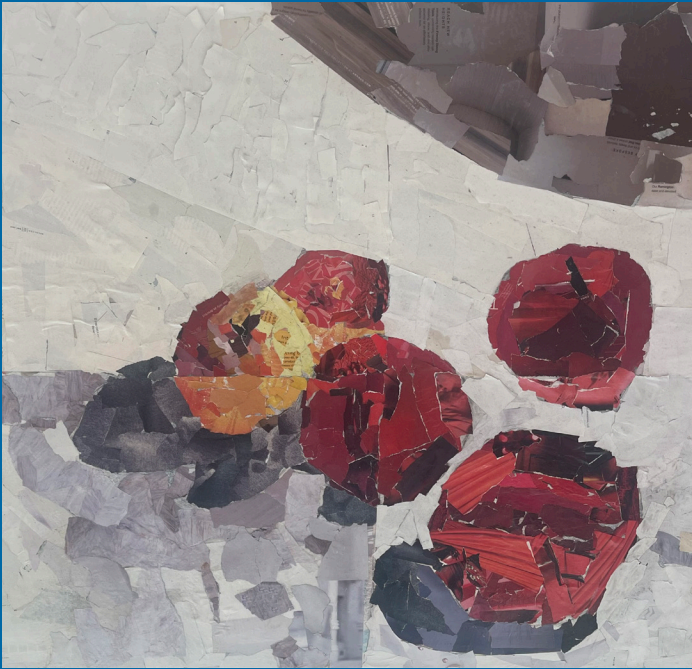
Interventions and Correction of Deficiencies

If we have concerns about a school's financial health, we collaborate with the school to address them as early as possible. In most cases, we start with two actions: (1) additional monitoring, including more frequent interim financial statement reviews and budget revisions, and (2) informal discussions about the LEA's financial challenges and improvement plans. We subsequently disclose in the Financial Analysis Report, available on DC PCSB's website at <https://dcpcsb.org/financial-analysis-reports> the steps taken or to be taken by the LEA to rectify each deficiency identified in the audit, to be carried out in a manner consistent with our recommendations.

In cases of more imminent concerns, we may take more formal intervention actions, such as citing a public charter LEA for fiscal mismanagement or instituting a Financial Corrective Action Plan (FCAP), which sets specific performance targets for the LEA's finances. These actions would be discussed and read into the record or voted on during a monthly public Board meeting.

Two public charter LEAs required intervention to address financial and operational concerns, for which we continue to monitor their compliance through an FCAP that was effective in FY 2024 (see School Reform Act Requirements on page 35).

In FY 2025, DC PCSB introduced the Citations of Fiscal Concern tool to strengthen financial oversight and increase transparency. The Citations of Fiscal Concern list includes formal citations issued to LEAs for various issues, such as material weaknesses, significant deficiencies, large variances, consistently late submissions, or instances of fraud or theft. We also expanded upon our financial oversight reporting with a complete and current list of LEAs on the Financial Monitoring List and/or a FCAP that can be viewed at DC PCSB's Financial Monitoring List <https://www.dcpcsb.org/financial-monitoring-list-citations-fiscal-concern> and Financial Corrective Action Plans.



ENDURING PARTNERSHIPS

Strengthen dialogue between families, staff, schools, communities, partners, and more to create a shared understanding of our work, solicit feedback, and develop new partnerships across DC.

Partnering for Success: How Schools and Government Agencies Are Working Together to Support Students

Collaboration between public charter schools and local and federal government agencies is more important than ever. These partnerships are built on a shared commitment to helping students thrive—academically, socially, and emotionally. Over the past year, DC PCSB has deepened its efforts to expand access to city services and build stronger connections with the broader community to support student success.

By working closely with government partners, DC PCSB has helped bring critical resources into schools, supported the launch of new programs, and addressed the diverse and evolving needs of all student populations. These efforts reflect a collective responsibility—across schools, agencies, and communities—to ensure every student receives the support they need to reach their full potential.

Boosting Student Health

DC PCSB's commitment to ensuring every student has received all age-appropriate immunizations continued to be a priority this year. Through our work on a citywide immunization working group, we helped schools meet immunization compliance requirements. The working group, including DC Health, the Office of the State Superintendent of Education (OSSE) Health and Wellness division, DC Public Schools (DCPS), and the Deputy Mayor for Education (DME), worked to coordinate efforts across the city to give families access to age-appropriate immunizations. This included hosting immunization events, connecting schools with community-based organizations to deliver vaccines, and coordinating outreach efforts to ensure families had the information and support needed to keep students healthy and in school.

Moreover, DC PCSB's health consultants offered one-on-one tailored support to LEAs to help them meet the DC Immunization Attendance Policy requirements. The school health consultants employed many successful strategies, including:

- Providing one-on-one technical assistance to key school staff.
- Offering monthly workshops to build school capacity to process immunization contacts throughout the school year. The monthly workshops included school presentations that shared strategies for creating an immunization culture and engaging families to increase immunization compliance rates.
- Hosting Communities of Practices on various topics, such as managing immunization data, working as a team across the operations and school academic staff, managing health, and removing barriers to completing immunization requirements.
- Partnering with education partners to host immunization clinics at schools and in the community for families to attend.

Ensuring Student Wellness

The partnership between DC Health and Children's School Services continued during the year, providing nursing services to schools with a DC Health-approved health suite. Using a cluster model, school nurses and health suite staff were assigned to ensure each participating school received 40 hours of nursing services per week.

Additionally, the School Health Services Telehealth Program continued to expand, increasing access for students in schools that are part of DC Health's School Health Program. This initiative offers both in-person nursing services and telehealth support in participating DC public and public charter schools.

Ramping Up Mental Health Services

In partnership with DC's Department of Behavioral Health (DBH) and through our involvement with the city's Coordinating Council on School Behavioral Health, DC PCSB supported the expansion of mental health services for students across schools.

Our efforts focused on identifying strategies to recruit and retain qualified mental health clinicians in the District. One innovative approach currently being piloted involves behavioral health supervisors temporarily filling clinician vacancies at schools to ensure continuity of services.

Additionally, DBH launched a pilot program allowing schools to apply for funding—through a Request for Applications (RFA)—to hire their own behavioral health clinicians, giving schools more flexibility and ownership in meeting their students' mental health needs.

Opening Doors: Global Opportunities

A passport is more than just a travel document—it's a gateway to global learning and lifelong opportunity. Many public charter schools in DC provide students with the chance to expand their worldview through international travel programs that enrich their academic and personal growth.

To support these efforts, DC PCSB partnered with the U.S. Department of State's Washington Passport Agency to host a Passport Day at Statesmen College Preparatory Academy for Boys PCS. Held directly on the school's campus, the event made it easy and convenient for students preparing for overseas travel to apply for their passports—removing barriers and opening doors to transformative global experiences.

Supporting Migrant Students

DC PCSB partnered with the DC Office of Migrant Services to ensure newly arrived migrant students and their families received information about enrolling in public charter schools. The Office, which offers temporary housing and resettlement support, also provided schools with guidance on how to assist students facing immigration-related challenges.

Helping Families Navigate School Closures

DC PCSB partnered with MySchoolDC to host enrollment fairs for families affected by the June 2025 closures of I Dream PCS and Hope Community PCS. MySchoolDC supported families by helping them complete the lottery application and guiding them through the enrollment process quickly and efficiently. These fairs gave families the opportunity to explore new school options and ease the transition for their children. OSSE also provided data on where students ultimately enrolled, allowing DC PCSB to track outcomes and provide continued support.

Partnering for Safer Schools: Bi-Weekly School Safety Calls

Creating safe and supportive learning environments is essential for student success. In partnership with the DC Charter School Alliance, DC PCSB launched bi-weekly school safety calls that have become a cornerstone of our efforts to support public charter schools in addressing safety concerns. These meetings bring school leaders into direct conversation with key safety agencies, including the Metropolitan Police Department (MPD), Metro Transit Police, Office of the Attorney General (OAG), Deputy Mayor for Public Safety and Justice (DMPSJ), and Safe Passage program leaders.

This collaborative model has led to faster emergency responses, stronger inter-agency coordination, and expanded Safe Passage coverage in high-need areas. Notably, 85% of DC public charter schools participated in at least one safety call during the 2024 – 25 school year, demonstrating the sector's strong commitment to proactive safety planning.

Fostering Collaboration Across Agencies

At DC PCSB, we believe collaboration is key to addressing complex challenges and creating lasting solutions. Taskforce participation brings together individuals, organizations, and government agencies that may not otherwise work together—allowing us to pool knowledge, share resources, and generate innovative ideas that benefit DC students.

This year, we expanded our engagement across citywide task forces and cross-agency initiatives. Through these efforts, we help shape decision-making, elevate the needs of public charter school students, and drive progress through shared insight and action.

Highlights of Our Collaborative Work:

- **Students in the Care of DC Coordinating Committee:** This cross-agency group focuses on improving educational outcomes for students involved in the foster care system and youth rehabilitation services. Together, we work to align supports for students' academic success and overall well-being.
- **Education Through Employment Data System Policy Board:** In collaboration with the DME's Office of Education Through Employment Pathways, we contribute to efforts to collect and analyze data on where graduates of DC education and workforce programs are employed—helping inform future education and career pathways.
- **My Out of School Time DC (MOST-DC):** In partnership with DC's Office of Out of School Time Grants and Youth Outcomes, we joined working groups to support the development of this new online platform. MOST-DC simplifies how families find and register for afterschool and summer programs for students in grades K–12.
- **School Safety Enhancement Committee:** DC PCSB contributed to the development of actionable recommendations aimed at improving school safety. The committee emphasized proactive measures that focus on prevention, creating safe and supportive environments for all students.

These collaborations underscore our commitment to ensuring every student has access to the resources, services, and opportunities they need to thrive. By working together with schools, agencies, and community partners, we are helping to build a stronger, more equitable education system for all.

Forging New Partnerships to Support Students and Schools

This year, DC PCSB launched and deepened key partnerships to expand opportunities for students and strengthen the public charter school sector.

Connecting Students to Higher Education

We began a new partnership with the University of the District of Columbia (UDC) to explore ways to introduce public charter school students to UDC's academic programs and campus resources. This collaboration aims to inspire students to pursue higher education by increasing exposure to local college pathways.

Launching the Partnership for DC School Excellence

DC PCSB played a key role in establishing the *Partnership for DC School Excellence*—a groundbreaking initiative designed to support and strengthen the charter school community. As a founding advisory board member, we helped shape this new organization, which is incubated by the DC Charter School Alliance. The Partnership offers non-evaluative school reviews and centralized resources to help schools improve academic outcomes, retain strong staff, and build effective governance. During its pilot phase, it will work directly with a select group of schools to develop tailored improvement strategies, connect them with high-quality support providers, share promising practices, and foster peer learning.

Career Fairs to Address Staffing Challenges

To help schools tackle staffing shortages, DC PCSB partnered with public charter schools to host a series of career fairs focused on recruiting for instructional, non-instructional, and leadership roles. Held at four school campuses, these events connected schools with a wide pool of qualified candidates while also serving as a forum to share recruitment strategies and best practices among talent professionals.

Community Engagement: Elevating Family Voices and Driving Accountability

Celebrating the Contributions of Our Parent and Alumni Leadership Council (PALC)

Since its founding in 2013, the Parent and Alumni Leadership Council (PALC) has been a vital voice in shaping DC PCSB's work. PALC members—parents and alumni of DC public charter schools—have offered essential input on policy and oversight that reflects the lived experiences of families.

Over the past two years, PALC has provided invaluable feedback to DC PCSB on major priorities including ASPIRE, our academic evaluation system, school safety, charter reviews, special education oversight, the Public Information Policy, and the Community Complaint Policy.

We are deeply grateful to our outgoing PALC members for their time, expertise, and unwavering commitment to advancing equity and excellence in public education. Their leadership has helped ensure that decisions are grounded in what matters most to families.

Listening and Responding: Community Complaints

DC PCSB's community complaint process ensures families and community members have a clear, structured path to raise concerns and gives us insight into where schools may need support.

How the Process Works:

- Concerns are first addressed at the school level with leadership.
- If unresolved, individuals may elevate the issue to the school's Board of Trustees.
- If concerns persist, DC PCSB becomes involved to ensure the school complies with its charter agreement and all applicable laws.

Why It Matters:

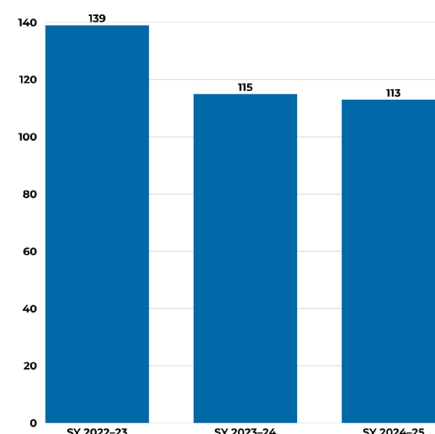
Community complaints offer schools valuable feedback and foster transparency and trust. By elevating family voices, we create opportunities for continuous improvement.

SY 2024 – 25 Community Complaints Snapshot

- Total complaints received: 113
- Top issues:
 - Health & Safety (37)
 - Discipline (17)
 - Special Education (15)

Three-Year Trend

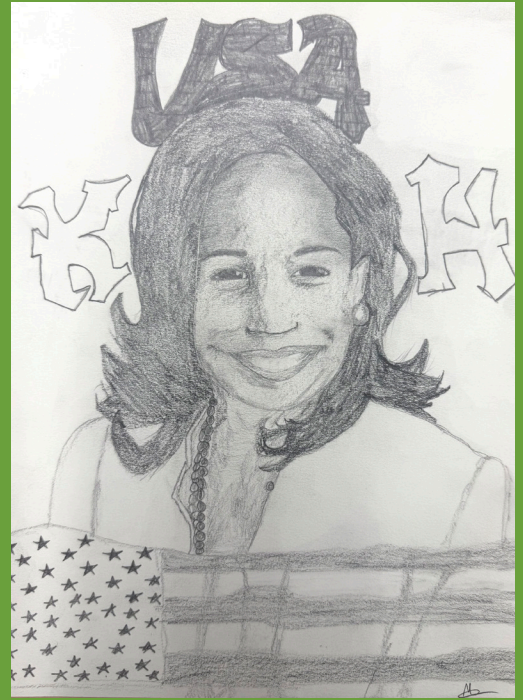
- SY 2022–23: 139 complaints
- SY 2023–24: 115 complaints (↓17.3%)
- SY 2024–25: 113 complaints YTD (↓1.7%)



This steady decline reflects a growing commitment among schools to proactively address issues and maintain open lines of communication with families.

Together, these efforts—amplifying family voices through PALC and addressing community concerns with urgency—demonstrate DC PCSB's commitment to transparency, responsiveness, and equity. By centering the voices of those most affected, we continue to build a public charter school sector that listens, learns, and leads.





EFFECTIVE ORGANIZATION

Aligning our internal structure, processes, and culture with our Strategic Roadmap to allow DC PCSB to create the conditions for student success in DC.

Monthly Board Meetings

Each month, DC PCSB holds a public Board Meeting to discuss key matters related to the oversight and support of public charter schools. While Board members have returned to meeting in person, the public continues to participate virtually—ensuring accessibility, transparency, and broad community engagement in the decision-making process.

This table shows the date and location of board meetings in the 2024 – 25 school year.

Date of Board Meeting		Location
June 17, 2024	Closed Board Meeting	Virtual via Zoom
July 10, 2024	Closed Board Meeting	Virtual via Zoom
July 10, 2024	Special Board Meeting	Virtual via Zoom
August 12, 2024	Closed Board Meeting	Virtual via Zoom
August 12, 2024	Special Board Meeting	Virtual via Zoom
August 14, 2024	Closed Board Meeting	Virtual via Zoom
August 19, 2024	Special Board Meeting	Virtual via Zoom
September 16, 2024	Board Meeting	Virtual via Zoom
September 23, 2024	Closed Board Meeting	Virtual via Zoom
October 28, 2024	Board Meeting	Virtual via Zoom
November 18, 2024	Board Meeting	Virtual via Zoom
December 16, 2024	Board Meeting	Virtual via Zoom
January 27, 2025	Board Meeting	Virtual via Zoom
February 19, 2025	Special Board Meeting	Virtual via Zoom
February 24, 2025	Board Meeting	Virtual via Zoom
February 26, 2025	Board Meeting	Virtual via Zoom
March 12, 2025	Special Board Meeting	Virtual via Zoom
March 17, 2025	Board Meeting	Virtual via Zoom
April 7, 2025	Board Meeting	Virtual via Zoom
April 28, 2025	Board Meeting	Virtual via Zoom
April 29, 2025	Board Meeting	Virtual via Zoom
June 24, 2024	Board Meeting	Virtual via Zoom
May 19, 2025	Board Meeting	Virtual via Zoom
May 21, 2025	Special Board Meeting	Virtual via Zoom
June 2, 2025	Board Meeting	Virtual via Zoom
June 23, 2025	Board Meeting	Virtual via Zoom

All meeting materials and videos from previous board meetings are available here:
<https://dcpcsb.org/events>.

Summary of Approved Board Actions

All Board action is taken during a public meeting. Detailed information on Board actions and related materials from each meeting can be found at: <https://dcpcs.org/events>. Unless otherwise indicated, all actions listed below were approved or approved with modifications.

Charter Amendments

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Community College Preparatory PCS	Temporary Facilities	August 19, 2024
Maya Angelou PCS	Mission, Virtual Program	August 19, 2024
Social Justice PCS	Temporary Facility	August 19, 2024
BASIS DC PCS	Enrollment Ceiling Increase (ECI), Grades Served	September 16, 2024
Inspired Teaching PCS	Enrollment Ceiling Increase (ECI)	September 16, 2024
Roots PCS	Facility Correction	September 16, 2024
Next Step PCS	Additional Facility	October 28, 2024
Breakthrough Montessori PCS	Mission	November 18, 2024
Carlos Rosario PCS	Goals in Charter	January 27, 2025
Goodwill Excel PCS	Goals in Charter	May 19, 2025
BASIS DC PCS	Graduation Requirements	June 23, 2025
Cedar Tree PCS	Grades Served	June 23, 2025
DC Prep PCS	Facility	June 23, 2025

Charter Reviews, Renewals, New Schools, and Other School Business

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Academy of Hope Adult PCS	10-Year Review	September 16, 2024
Capital Village PCS	Financial Corrective Action-Plan	October 28, 2024
Cedar Tree PCS	25-Year Review	March 17, 2025
Hope Community PCS	20-Year Review	March 17, 2025
IDEA PCS	25-Year Review	March 17, 2025
Capital Village PCS	Five-Year Review	April 7, 2025
Washington Global PCS	10-Year Review	April 7, 2025
I Dream PCS	Read into Record Relinquishment of Charter	April 7, 2025
Sojourner Truth PCS	Five-Year Review	April 29, 2025
Social Justice PCS	Five-Year Review	April 29, 2025
Early Childhood PCS	20-Year Review	May 19, 2025
AppleTree PCS	20-Year Review	May 19, 2025
Howard University PCS	20-Year Review	May 19, 2025
Bridges PCS	20-Year Review	May 19, 2025
Paul PCS	25-Year Review	June 2, 2025
Capital City PCS	25-Year Review	June 2, 2025
Hope Community PCS	Read into Record Relinquishment of Charter	June 2, 2025
Girls Global PCS	5-Year Review	June 23, 2025
Monument PCS	10-Year Review	June 23, 2025
Kingsman PCS	10-Year Review	June 23, 2025
Children's Guild PCS	10-Year Review	June 23, 2025
Mary McLeod Bethune	20-Year Review	June 23, 2025
YouthBuild PCS	20-Year Review	June 23, 2025

Summary of DC PCSB Policies Approved

DATE OF BOARD VOTE	POLICY
October 28, 2024	Revisions to the Accreditation Policy
December 16, 2024	Revisions to the ASPIRE Policy & Technical Guide
April 7, 2025	Revisions to the ASPIRE Policy & Technical Guide
June 23, 2025	Revisions to the ASPIRE Policy & Technical Guide

Summary of Denied Items

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Friendship PCS	Asset Acquisition of Eagle Academy PCS, ECI, New Facilities, New Campuses	August 19, 2024
NewU Early College	Charter Application	May 19, 2025

Summary of Notices of Concern, Instances of Fiscal Mismanagement, and Charter Warnings

SCHOOL NAME	DESCRIPTION	DATE ISSUED
SEED PCS	Notice of Concern	October 28, 2024
KIPP DC PCS	Mystery Caller Notice of Concern	April 28, 2025

SCHOOLS THAT WERE ISSUED A TRUANCY NOTICE OF CONCERN	DATE ISSUED	DATE LIFTED
Center City PCS – Noma	April 7, 2025	June 23, 2025
Digital Pioneers PCS – Johenning	April 7, 2025	June 23, 2025
Girls Global PCS	April 7, 2025	June 23, 2025
The Children's Guild DC PCS	April 7, 2025	June 23, 2025
The Sojourner Truth PCS	April 7, 2025	June 23, 2025
Achievement Prep PCS	April 28, 2025	June 23, 2025
Cesar Chavez PCS	April 28, 2025	June 23, 2025
Early Childhood PCS	April 28, 2025	June 23, 2025
Ingenuity Prep PCS	April 28, 2025	June 23, 2025
DC Prep PCS – Anacostia Middle School	April 29, 2025	June 23, 2025
Digital Pioneers Academy PCS – Capitol Hill	April 29, 2025	June 23, 2025
Rocketship PCS – Legacy Prep	April 29, 2025	June 23, 2025
Statesmen College Preparatory Academy for Boys PCS	April 29, 2025	June 23, 2025
Two Rivers PCS – Young Elementary School	April 29, 2025	June 23, 2025
Washington Leadership Academy PCS	April 29, 2025	June 23, 2025
Center City PCS – Petworth	May 19, 2025	June 23, 2025
DC Prep PCS - Benning Elementary School	May 19, 2025	June 23, 2025
DC Prep PCS - Edgewood Elementary School	May 19, 2025	June 23, 2025
DC Prep PCS - Edgewood Middle School	May 19, 2025	June 23, 2025
DC Scholars PCS	May 19, 2025	June 23, 2025

Executive Director

Dr. Michelle J. Walker-Davis

External Affairs Department

Tomeika Bowden, Chief External Affairs Officer

Public Policy and Legislative Affairs Team

Drew Snyder, Director, Policy and Legislative Affairs
Jonathan Kobert, Specialist, Policy and Legislative Affairs

Communications Team

Racine Tucker-Hamilton, Director, Communications
Sharif Hodges, Specialist, Communications

Partnerships Team

Audrey Williams, Senior Manager, Intergovernmental Relations

Community Relations Team

John Carlos Green, Manager, Community Engagement
Theresa Kemp, Specialist, Community Complaints

Special Initiatives Team

Kierra Jenkins, Manager, Special Initiatives, External Affairs

School Performance Department

Melodi Sampson, Chief School Performance Officer

School Quality and Accountability Team

Kirsten James, Director, Accountability
Gina Lucchesi, Manager, School Quality and Accountability
Starling Temp, Senior Specialist, Accountability
Blair Daniel, Specialist, Accountability

School Equity and Effectiveness Team

Michele Gray, Director, School Equity and Effectiveness
Travis Hartberger, Manager, School Equity and Effectiveness
Tricia Francisco, Senior Specialist, School Equity and Effectiveness
Dannie McCoullough, Specialist, School Equity and Effectiveness
Nicole Keler, Specialist, School Equity and Effectiveness
Courtney Hall, Coordinator, School Equity and Effectiveness

Sector Planning and Compliance Team

Hannah Cousino, Director, Sector Planning and Compliance
Kristie Dennis, Manager, Sector Planning and Compliance
Bijon Lane, Specialist, Sector Planning and Compliance
Danielle Belle, Specialist, Sector Planning and Compliance
Karlo Silbiger, Specialist, Sector Planning and Compliance

Special Initiatives Team

Francesa Woods, Manager, Special Initiatives, School Performance Department

Culture, Talent, and Strategy Department

Raven Freeman, Chief of Staff

Strategic Initiatives Team

Nada Mousa, Manager, Strategic Initiatives

Talent Team

Gabriela Batista, Director of Human Resources
Ernesia White, Senior Human Resources Generalist
Shakerah Sampson, Senior Specialist, Talent Development and Recruitment

Finance, Operations, Systems, and IT Department

William Henderson, Chief Operating Officer

School Finance Team

Michael Bayuk, Director, Finance
Valeria Sanders, Finance Manager
Kathleen Rickmann, Finance Manager

Special Initiatives Team

Agustina Moppett, Manager, Special Initiatives, Data, Operations, and Finance

Special Initiatives Team

Jun Gao, Finance Manager (OCFO)
Nina Barnhardt, Accountant (OCFO)

Operations Team

Aaron Hall, Senior Manager, Operations
Lawrence Hayes, Senior IT Lead
Charlene Haigler-Mickles, Operations Specialist
Eduardo Roblero Diaz, Operations Coordinator

Data Team

Robert Ross, Director of Data
Mitchell Suzara, Data Engineer
Carol Harris, User Support and Knowledge Management Specialist
Jonathan Fisher, Manager, Data Analytics
Vanessa Pinto, Analytics Engineer
Gordon Read, Analytics Engineer
Natalia Iannucci, Analytics Engineer
Kevin Johnson, Analytics Engineer

Legal Department

Sarah Cheatham, General Counsel
Daniel Quandt, Associate Attorney
Maria Murphy, Associate Attorney

DC School Reform Act Requirements

As part of our commitment to transparency and accountability, DC PCSB fulfills all reporting requirements outlined in the District of Columbia School Reform Act (SRA). This page provides information related to those obligations

REQUIRED ELEMENT FROM DC CODE

Submit a report on or before July 30 each year	Report published on July 30, 2025
Submit a report to the Mayor, the District of Columbia Council, the Board of Education, the Secretary of Education, the appropriate congressional committees, and the Consensus Commission	Report will be submitted to all entities, except Board of Education because it no longer exists
(1) A list of the members of PCSB and the addresses of such members	See Board Member listing on page 7
(2) A list of the dates and places of each meeting of PCSB during the year preceding the report	See Board Meeting listing on page 31
(3) The number of petitions received by PCSB for the conversion of a DC public school or a private or independent school to a public charter school, and for the creation of a new school as a public charter school	One
(4) The number of petitions described in (3) that were approved and the number that were denied, as well as a summary of the reasons for which such petitions were denied	Zero
(5) A description of any new charters issued by PCSB over the year preceding the report	Zero
(6) A description of any charters renewed by PCSB during the year preceding the report	Zero; no schools were eligible for renewal in SY 2024 - 25.
(7) A description of any charters revoked by PCSB during the year preceding the report	Zero ; no schools were eligible for renewal in SY 2024 - 25
(8) A description of any charters refused renewal by PCSB during the year preceding the report	Zero
(9) Any recommendations PCSB has concerning ways to improve the administration of public charter schools	None; no schools were eligible for renewal in SY 2024 - 25
(10) Details of major Board actions	See Board Actions on page 32
(11) Major findings from school reviews of academic, financial, and compliance with health and safety standards and the resulting Board action or recommendations	None
(12) Details of the fifth year review process and outcomes	See Charter Reviews and Renewals on page 16
(13) Summary of annual financial audits of all charter schools including a. the number of schools that failed to timely submit the audited financial statement required by that section b. the number of schools whose audits revealed a failure to follow required accounting practices or other material deficiencies, and c. the steps taken by DC PCSB to ensure that deficiencies found by the audits are rectified	See Financial Oversight on page 21
(14) Number of schools which have required intervention by PCSB to address any academic or operational issue	See Academic Oversight page 16
(15) What recommendations PCSB has made to correct identified deficiencies	See Financial Oversight on page 21



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