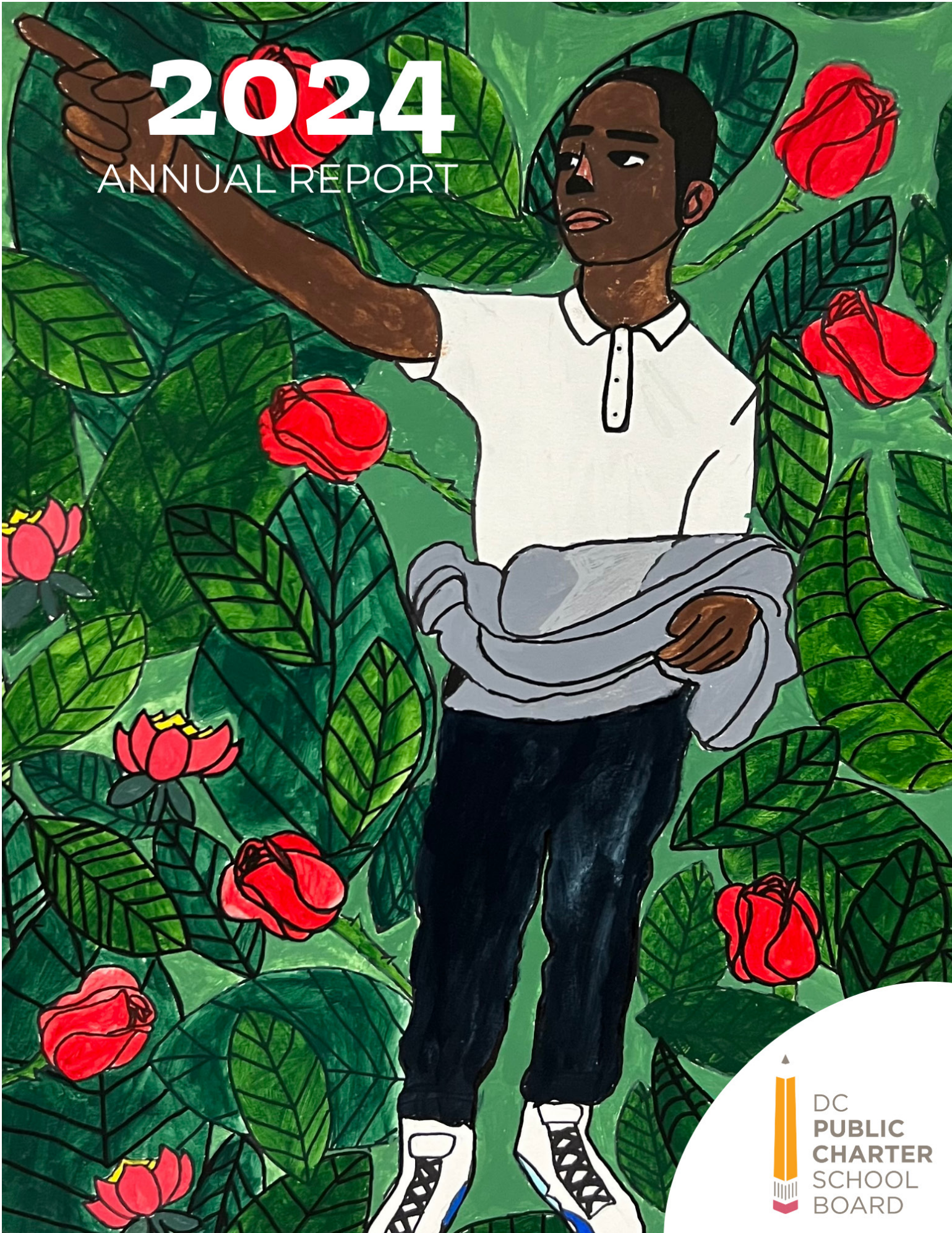


2024

ANNUAL REPORT



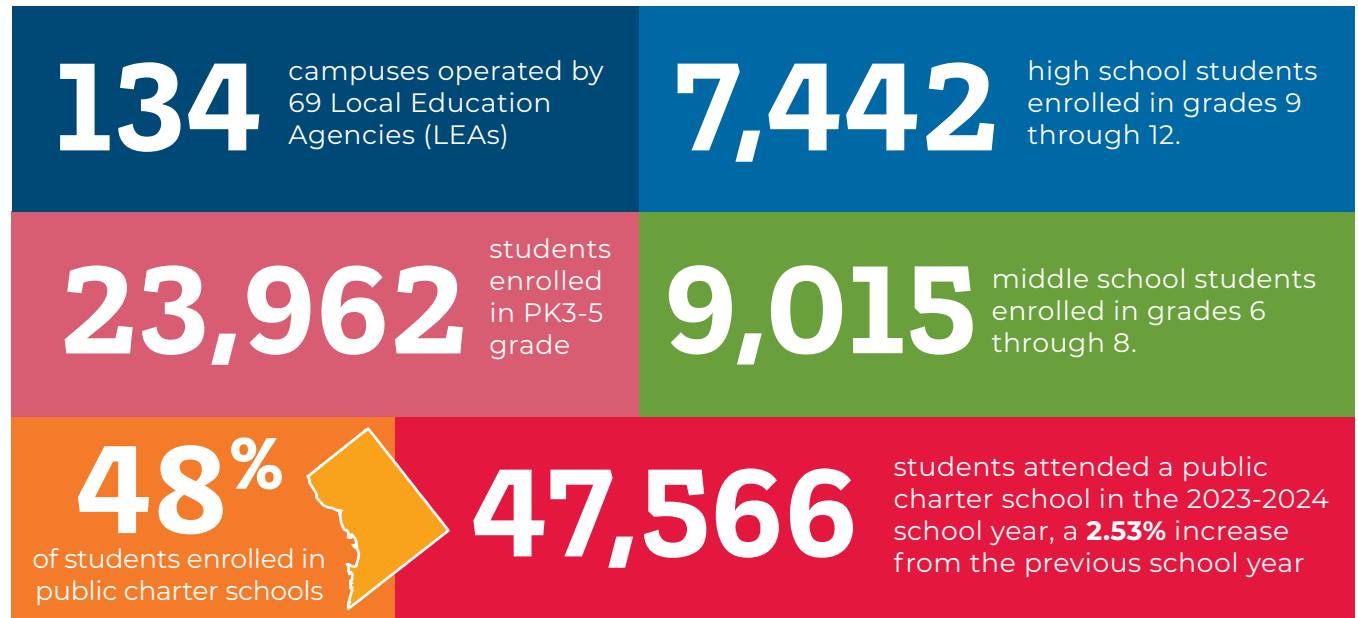
About the Artists:

Front Cover Art by **Dameechy Coates**, Grade 8 Student at Mary McLeod Bethune Day Academy PCS

Acrylic on Paper

Back Cover Art by Grade 5 Students at E.W. Stokes PCS

SY 2023 – 24 Year in Review



Public Charter School Enrollment Data

Public charter schools enrolled **47,566** students, or **48%**, in the 2023-24 school year. Below, you will find data showing the percentage of public charter school (PCS) students enrolled by grade and student population:

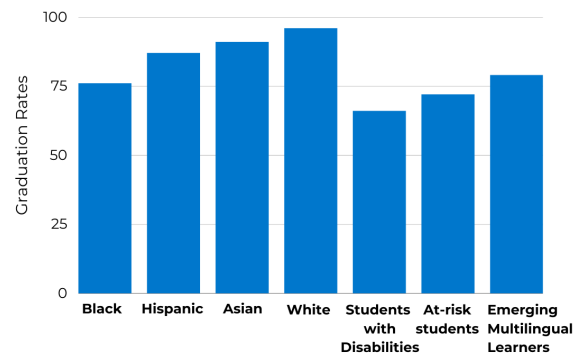
- **PK3-PK4** - 13.6%
- **K-5** - 36.9%
- **6-8** - 18.9%
- **9-12** - 15.7%
- **Adult** - 11.7%
- **Alternative** - 3.4%

2022-2023 Four-Year Graduation Rate: 80%

Public charter schools graduate more students across most student populations than traditional public schools. The four-year graduation rate for public charter schools is 80%, an increase from the 2021-2022 school year. The five-year adjusted cohort rate is 84.4%.

Graduation Rates by Student Group (excludes adult programs)

- 76% of Black students
- 84% Hispanic students
- >90% of Asian students
- >95% of White students
- 66% of student with disabilities
- 70% of at risk students
- 72% of Emerging Multilingual Learners



Contents

Message from Executive Director	3
ASPIRE, our Academic Evaluation System	4
Our Board Members	8
Strategic Roadmap	11
Excellent Schools	12
List of Schools	13
Enduring Partnerships	25
Effective Organization	27
Board Actions	30
Who We Are	33
School Reform Act Requirements	36

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 managed by 69 independently run nonprofit organizations called local education agencies (LEAs).

As the sole PCS authorizer in Washington, DC, our role is different from that of a school district. We do not operate or direct the management of PCS; 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. This Annual Report covers the period of August 1, 2023 through July 31, 2024.

Report published on July 30, 2024.

Message from Executive Director, Dr. Michelle Walker-Davis

Public charter schools have been in Washington, DC for more than 20 years. Throughout that time, they have met the evolving needs of students and families.

During COVID, public charter schools expanded their reach, providing more than just education. To meet the essential needs of their students and families, public charter schools often provided daily nutrition, healthcare, and mental health support. They stepped up and served as an essential hub for many communities.

And many schools have taken lessons from COVID and are applying these new approaches. For example, some still offer virtual teaching and more flexible schedules for their teachers.



Schools have tried these and other innovations, often in collaboration with the DC PCSB. The work at schools has shifted, and so has our work. And the combined work of DC PCSB and school leaders has led to a reexamination and revamping of our academic evaluation system, which we call ASPIRE.

ASPIRE stands for the Annual School Performance Index Report & Evaluation. Simply put, ASPIRE means achieving excellent schools for all students, particularly those from communities that have been historically marginalized. ASPIRE supports DC PCSB's overarching vision that every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security. **[Page 5]**.

ASPIRE is good for students, good for schools, and good for education. We fundamentally believe that schools should produce equitable outcomes for all students.

Quality authorizing is a key strategy DC PCSB uses to realize our Strategic Roadmap priorities. **[Page 11]**. It is at the heart of the public charter school/authorizer relationship. Using the following five tools, DC PCSB evaluates public charter schools on academic accountability, financial analysis, and compliance review (which includes relevant laws):

1. Charter review and renewal reports: an analysis done every five years to evaluate a school's progress toward meeting its charter goals and academic achievement expectations, compliance with a school's charter and applicable laws, and fiscal management and economic viability. **[Page 18]**
2. Qualitative Site Reviews (QSR): periodic analyses to assess the overall quality of public charter schools' classroom environment and instruction. This includes assignment sample reviews, which evaluate whether student assignments align with grade-appropriate standards. **[Page 19]**
3. Financial Analysis Report: an annual analysis of the finances of each nonprofit operating a public charter school. **[Page 23]**
4. Ongoing monitoring: an annual review that ensures all public charter schools comply with applicable laws. **[Page 23]**
5. ASPIRE: Our academic evaluation system which is an important tool for making school oversight decisions. We believe ASPIRE will help us shine a more acute light on bright spots and where we have more work to do to increase student academic outcomes. **[Page 5]**

This Annual Report is a self-evaluation of our work and our progress to create the conditions where schools can provide quality education and where our stakeholders - parents/families, school leaders, teachers, and community leaders - can see the detailed results of our work.

Sincerely,

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



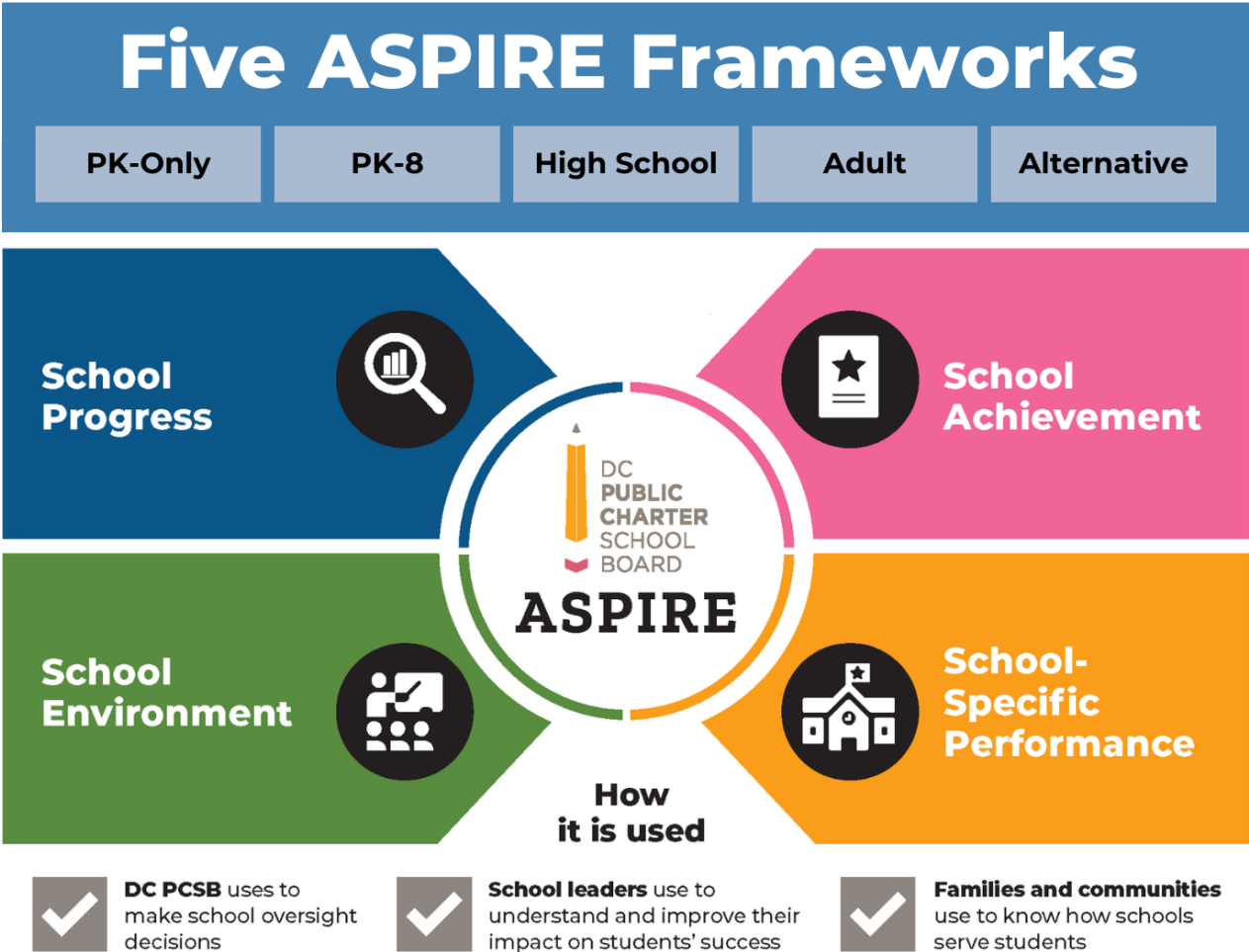
ASPIRE

DC PCSB revised its academic evaluation system to evaluate schools and better understand student progress toward college and career readiness.

Charter School Academic Accountability

DC PCSB revised its academic evaluation system to assess schools and better understand student progress toward college and career readiness. The academic evaluation system is called the Annual School Performance Index Report & Evaluation - or ASPIRE - and incorporates stakeholder feedback, research, and best practices on public charter school academic accountability from across the country.

An academic tool was developed to increase the visibility of students furthest from opportunity. ASPIRE has five frameworks and reports disaggregated information, including race and ethnicity. It also expands school performance levels by moving to five levels, raising performance expectations, and placing a greater emphasis on growth. This is very important to improving the experiences of all DC students.



DC PCSB has a long history of being a high quality authorizer that places a high bar on accountability. ASPIRE aims to do something that many charter authorizers have not. DC PCSB developed an academic accountability tool that evaluates schools in the area the Board believes are most important.

This includes:

- helping students grow,
- preparing students for college and career success, and
- building a learning environment that supports all students.

ASPIRE is good for students, good for schools, and good for education. It has been quite a journey to get here - taking more than three years to revise the existing system.

ASPIRE is a strong system because of the input received from school leaders, families, school board members, experts, and many others. Read more on page 27.

Seeking Insight from Others, Engaging All Voices in our Process

2021	March – August	April		May
	Partnership with the Mid-Atlantic Regional Educational Laboratory (REL)	Small group listening sessions with LEAs (26)		Community Survey 114 respondents 78% parents/guardians 11% community members
		June – October	Oct – Dec	
		Partnership with the National Charter Schools Institute's A-GAME	PK – 12 Advisory Group and AE Advisory Group Meetings (6)	
2022	January – March	Sept – Dec		Oct – Dec
	PK – 12 Advisory Group and AE Advisory Group Meetings (6)	Accountability Task Force Meetings (6)		Partnership with the REL
2023	January – April	January – June	April	April – June
	Accountability Task Force Meetings (10)	Partnership with the REL	Accountability presentation to the Parent and Alumni Leadership Council	DC PCSB Executive Director meetings with school leaders (12)
	May	June	July	
	Charter Goals Policy (Part 1) Office Hours	Accountability Framework Public Roundtable	<ul style="list-style-type: none"> • Accountability Framework Public Roundtable w/ NACSA & REL • Board approves Charter Goals Policy (Part 1) 	
	October	December		
	Revised Accountability Learning Sessions (8)	<ul style="list-style-type: none"> • DC Charter Alliance hosts DC PCSB staff & school leader session • National Charter Collaborative hosts DC PCSB staff & Leaders of Color session • Accountability discussion with OSSE at DC PCSB's board meeting • Expert reviewers (6) provide feedback on ASPIRE Tech Guide 		

2024	January	Jan – Feb	February	
	ASPIRE Tech Guide draft released to school leaders for “first look”	<ul style="list-style-type: none"> ASPIRE Tech Guide Office Hours for school leaders Charter Goals Policy Learning Sessions for school leaders 	<ul style="list-style-type: none"> ASPIRE Policy & Technical Guide opened for public comment Charter Goals Policy opened for public comment 	
	March		April	
	<ul style="list-style-type: none"> Charter Goals Policy Office Hours for school leaders HS Accountability Task Force Meeting ASPIRE Tech Guide Public Hearing #1 		<ul style="list-style-type: none"> ASPIRE Tech Guide Public Hearing #2 & #3 Charter Goals Policy Public Hearing Launch of ASPIRE Connection bi-weekly e-newsletter 	
	May			June
	<ul style="list-style-type: none"> AE Framework business rules shared with AE schools ASPIRE presentation at PALC meeting Red-lined ASPIRE Tech Guide shared with schools 			ASPIRE System Learning Sessions for school leaders

The ASPIRE Policy & Technical Guide and the Charter Goals Policy are partner policies that form the ASPIRE system. The ASPIRE Policy & Technical Guide details DC PCSB’s approach to evaluating schools annually. The accompanying Charter Goals Policy establishes a means for adopting the evaluation tool as goals for charter reviews and renewals and the criteria for setting unique charter goals.

Read our White Paper and learn more about each policy:
<https://dcpcsb.org/aspire>

What Partners are saying about ASPIRE

DC PCSB is so grateful to our partners, who have supported our efforts to develop ASPIRE, our academic evaluation system. Here is what The National Alliance for Public Charter Schools said about ASPIRE:

“The National Alliance for Public Charter Schools commends the DC PCSB for their work to create and launch ASPIRE, a pioneering academic accountability system that empowers DC’s sole charter authorizer to rigorously assess and support public charter schools’ performance.”

The National Association of Charter School Authorizers (NACSA) voiced their support:

“NACSA applauds DC PCSB in evolving their approach to accountability through the ASPIRE system designed to produce even stronger schools for all students and families in DC.”

OUR BOARD MEMBERS



Lea Crusey
CHAIR | Ward 6



Jim Sandman
VICE CHAIR | Ward 6



Shantelle Wright
TREASURER | Ward 8



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



Nick Rodriguez
MEMBER | Ward 6



Carisa Stanley Beatty
MEMBER | Ward 5

Our Pledge to Race, Equity, Diversity, and Inclusion

Grounded in the School Reform Act and the race, equity, diversity, and inclusion work, DC PCSB pledges to take time to reflect, listen, and hold space for one another in service of the mission. The Board is united in the following beliefs and commitments that will guide this authorizing work moving forward:

- Acknowledging the prevalence of interpersonal, institutional, and systemic racism in this country.
- Seeking to understand the collective impact of racism and inequity on public education and the Board's role in perpetuating these harms.
- Believing an excellent school is equitable.
- Working to eliminate the impact of racism and inequity on students as DC's public charter school authorizer.
- Committing to continuous learning about ourselves, our work, and our city to inform the Board's policies, practices, recommendations, and behaviors.
- Engaging all voices in the decision-making process thoroughly and consistently and embrace discord that can come when people share their personal experiences and perspectives on the Board's work.



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 serving students and families and 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, and The Board strives to implement what has been learned in future work.



Progress on the Strategic Roadmap

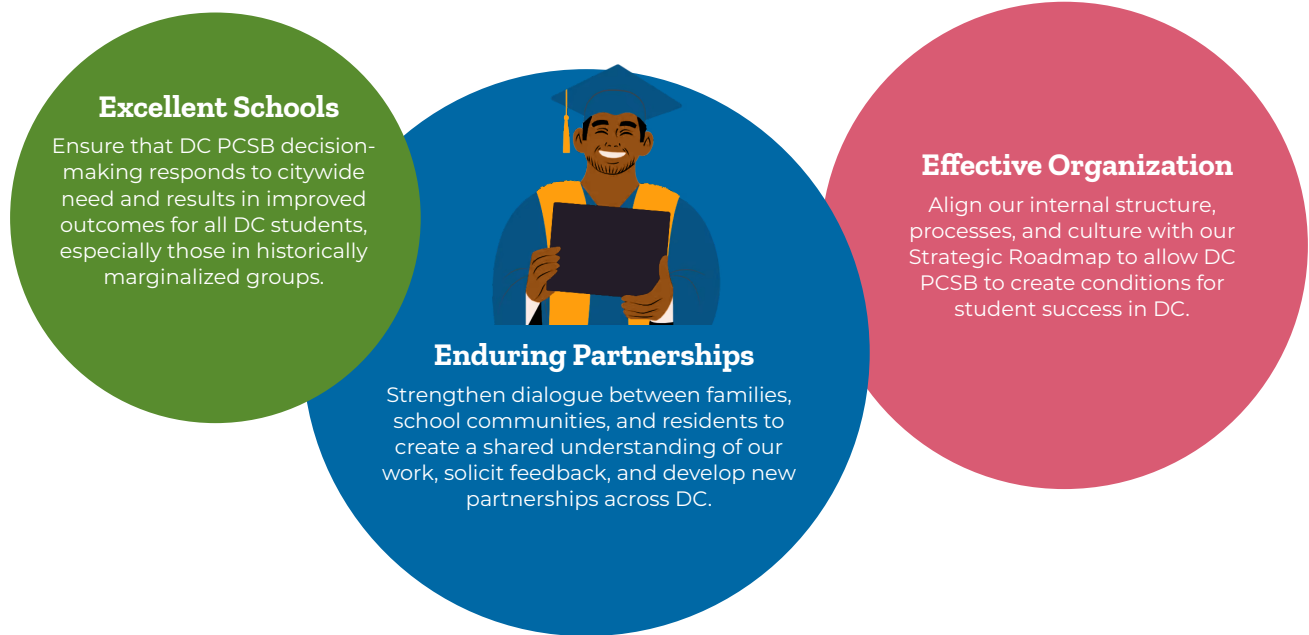
The Strategic Roadmap, which continues to be the Board's North Star, guides the Board's aspirations and efforts in three priority areas: Excellent Schools, Enduring Partnerships, and Effective Organization. This shows an unwavering commitment to keeping equity, quality, and choice at the forefront of everything we do.

Through engaging parents/families, education partners, elected leaders, and many others, DC PCSB continues to focus first and foremost on students. Our work creates the policies and conditions that empower teachers and school leaders to educate students. Three-year goals and metrics to measure progress were set for each of the three strategic priorities. Eighty-four percent of the 44 strategic roadmap metrics were substantially met this year.

As the metrics are closed out, the Board is actively reflecting on and planning the next three years of the Strategic Roadmap. Building on the established foundation, these strategic priorities will be used to ground the Board's organizational objectives to respond to the sector's needs.



The Strategic Priorities



Learn more at <https://dcpcsb.org/strategic-roadmap>.

EXCELLENT SCHOOLS

Ensure that DC PCSB decision-making responds to citywide need and results in improved outcomes for all DC students, especially those in historically marginalized groups.

DC Public Charter Schools

SCHOOL NAME	WARD	PROGRAM TYPE	2023 - 24 GRADES SERVED	2023 - 24 AUDITED ENROLLMENT
Academy of Hope Adult PCS	5, 8	Literacy, GED Preparation, Computer Skills, Dual Enrollment; day and evening	Adult	840
Achievement Prep PCS	8	Leadership Development	PK3 - 5	323
AppleTree PCS - Columbia Heights	1	Early Childhood	PK3 - PK4	98
AppleTree PCS - Douglas Knoll	8	Early Childhood	PK3 - PK4	51
AppleTree PCS - Lincoln Park	6	Early Childhood	PK3 - PK4	59
AppleTree PCS - Oklahoma Avenue	7	Early Childhood	PK3 - PK4	160
AppleTree PCS - Parklands	8	Early Childhood	PK3 - PK4	99
AppleTree PCS - Southwest	6	Early Childhood	PK3 - PK4	84
AppleTree PCS - Spring Valley	3	Early Childhood	PK3 - PK4	101
BASIS DC PCS	2	Liberal Arts	5 - 12	690
Breakthrough PCS	4	Montessori	PK3 - 6	369
Bridges PCS	5	Early Childhood to Elementary; Special Education Focus	PK3 - 5	365
Briya PCS	1,4 & 5	Two-Generation Program; English as a Second Language; Child Development Associate; Medical Assistant	PK3 - PK4 & Adult	763
Capital City PCS - HS	4	Arts Integration; Project-Based Learning	9 - 12	350
Capital City PCS - LS	4	Arts Integration; Project-Based Learning	PK3 - 4	326
Capital City PCS - MS	4	Arts Integration; Project-Based Learning	5 - 8	336
Capital Village PCS	5	Expeditionary Learning, Small School, and Personalized Learning	5 - 8	103
Carlos Rosario PCS	1, 5	Literacy; English as a Second Language; Computer Skills; Culinary Arts, Nurse Aide, GED and Citizenship Preparation	Adult	2,110
Cedar Tree PCS	8	Early Childhood	PK3 - 2	428
Center City PCS - Brightwood	4	Liberal Arts; Humanities	PK3 - 8	261
Center City PCS - Capitol Hill	7	Liberal Arts; Humanities	PK3 - 8	215
Center City PCS - Congress Heights	8	Liberal Arts; Humanities	PK3 - 8	243
Center City PCS - NoMa	5	Liberal Arts; Humanities	PK3 - 8	200
Center City PCS - Petworth	4	Liberal Arts; Humanities	PK3 - 8	242
Center City PCS - Shaw	2	Liberal Arts; Humanities	PK4 - 8	199
Cesar Chavez PCS	7	Public Policy	6 - 12	399
Community College Prep PCS	8	HVAC Training; National Customer Service; Computer Skills; CompTIA Help Desk; Microsoft Office Suite; Dual College Enrollment	Adult	618
Creative Minds PCS	5	International Education; Inclusion; Arts Education/Integration	PK3 - 8	581
DC Bilingual PCS	4	Dual Language; Arts Integration; Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 5	579
DC Prep PCS - Anacostia ES	8	Interdisciplinary Curriculum	PK3 - 3	423

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2023 - 24 GRADES SERVED	2023 - 24 AUDITED ENROLLMENT
DC Prep PCS - Anacostia MS	8	Interdisciplinary Curriculum	3 - 7	265
DC Prep PCS - Benning ES	7	Interdisciplinary Curriculum	PK3 - 3	425
DC Prep PCS - Benning MS	7	Interdisciplinary Curriculum	4 - 8	311
DC Prep PCS - Edgewood ES	5	Interdisciplinary Curriculum	PK3 - 3	420
DC Prep PCS - Edgewood MS	5	Interdisciplinary Curriculum	4 - 8	300
DC Scholars PCS	7	Interdisciplinary Curriculum	PK3 - 8	491
DC Wildflower PCS - The Riverseed School	7	Montessori	PK3 - K	28
Digital Pioneers Academy PCS - Capitol Hill	6	Computer Science; Diverse Out-of-School Experiences	9 - 11	287
Digital Pioneers Academy PCS - Jochenning	8	Computer Science; Diverse Out-of-School Experiences	6 - 8	312
District of Columbia International School	4	Language Immersion; International Baccalaureate Curriculum	6 - 12	1,619
E.L. Haynes PCS - ES	4	Experiential Learning	PK3 - 5	357
E.L. Haynes PCS - MS	1	Experiential Learning	5 - 8	377
E.L. Haynes PCS - HS	4	Experiential Learning	9 - 12	439
Eagle PCS - Capitol Riverfront	6	Arts Integration	PK3 - 3	123
Eagle PCS - Congress Heights	8	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	269
Early Childhood PCS	8	Science, Technology, Engineering, Mathematics (STEM) Focus	PK3 - 3	247
EW Stokes PCS - Brookland	5	Dual Language	PK3 - 5	351
EW Stokes PCS - East End	7	Dual Language	PK3 - 5	342
Friendship PCS - Armstrong Elementary	5	Reggio Emilia-Inspired Learning Center	PK3 - 3	245
Friendship PCS - Armstrong Middle	5	Arts Integration	4 - 8	198
Friendship PCS - Blow Pierce Elementary	7	College Prep School	PK3 - 3	273
Friendship PCS - Blow Pierce Middle	7	College Prep School	4 - 8	237
Friendship PCS - Chamberlain Elementary	6	Champions for Student Achievement	PK3 - 3	274
Friendship PCS - Chamberlain Middle	6	Champions for Student Achievement	4 - 8	303
Friendship PCS - Collegiate	7	Early College High School	9 - 12	715
Friendship PCS - Ideal Elementary	4	Reggio Emilia-Inspired Learning Center	PK3 - 3	218
Friendship PCS - Ideal Middle	4	Extended Day	4 - 8	172
Friendship PCS - Online	4	Virtual School	K - 8	397
Friendship PCS - Southeast Elementary	8	Every Child Ready Instructional Approach	PK3 - 3	368
Friendship PCS - Southeast Middle	8	Every Child Ready Instructional Approach	4 - 8	326
Friendship PCS - Technology	8	Science, Technology, Engineering, Mathematics (STEM) Focus	9 - 12	327
Friendship PCS - Woodridge Elementary	5	International Baccalaureate	PK3 - 3	244
Friendship PCS - Woodridge Middle	5	International Baccalaureate	4 - 8	214

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2023 - 24 GRADES SERVED	2023 - 24 AUDITED ENROLLMENT
Girls Global PCS	2	Single Gender, International Baccalaureate, Business and Engineering	9 - 12	210
Global Citizens PCS	7	Dual Language/Immersion, Extended Day, Restorative Justice Program	PK3 - 1	161
Goodwill Excel PCS	2, 6	Transportation Assistance; Child Care and Flexible Class Schedules	Adult	441
Harmony PCS	5	Science, Technology, Engineering, and Mathematics (STEM) Focus	PK3 - 5	178
Hope Community PCS - Tolson	5	Expeditionary Learning (Art, Technology, Science Inquiry, and Music)	PK3 - 8	227
Howard University Middle PCS	1	Math and Science Focus	6 - 8	253
I Dream PCS	7	Multi-Age Cohorts, Dream Time, Customized Learning Plans, and Social-Emotional Learning	PK3 - 4	84
IDEA PCS	7	Leadership, Construction, and Design Focus; College Dual-Enrollment	9 - 12	309
Ingenuity Prep PCS	8	Civic Leadership; Blended Learning; Early Childhood	PK3 - 8	792
Inspired Teaching PCS	5	Inquiry-Based, Whole Child, and Social Justice Focus	PK3 - 8	522
Kingsman PCS	6	Project-Based; Personalized Learning	Alternative	326
KIPP DC - AIM PCS	8	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	435
KIPP DC - Arts and Tech PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	270
KIPP DC - College PCS	5	Global Readiness Based Curriculum; Career and College Coaching; Advanced Placement Courses; Freshman Academies	9 - 12	696
KIPP DC - Connect PCS	5	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	270
KIPP DC - Discover PCS	8	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	319
KIPP DC - Grow PCS	2	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - K	236
KIPP DC - Heights PCS	8	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	458
KIPP DC - Honor PCS	8	Blended Learning	5 - 8	334
KIPP DC - Inspire PCS	8	Blended Learning	1 - 4	237
KIPP DC - KEY PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	409
KIPP DC - Lead PCS	2	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	370
KIPP DC - LEAP PCS	7	Play-Based Academic and Social Emotional Learning Curriculum	PK3 - PK4	226
KIPP DC - Northeast PCS	5	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	355
KIPP DC - Pride PCS	8	Blended Learning	PK3 - K	167

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2023 - 24 GRADES SERVED	2023 - 24 AUDITED ENROLLMENT
KIPP DC - Promise PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	K - 4	621
KIPP DC - Quest PCS	7	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	390
KIPP DC - Spring PCS	5	Rigorous Academic Curriculum; Character and Whole-Child Approach	1 - 4	376
KIPP DC - Valor PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	336
KIPP DC - WILL PCS	2	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	323
KIPP DC PCS - Legacy PCS	8	Blended Learning, Dual College Enrollment, Advanced Placement	9 - 12	495
LAMB PCS	4,5	Montessori; Language Immersion	PK3 - 5	555
LAYC PCS	1	Medical Assistant; Computer Skills; Dual Enrollment; GED Preparation; English as a Second Language; Literacy and Numeracy Skill Development	Adult	149
LEARN DC PCS	8	Blended Learning, Extended Day, Restorative Justice Program	PK3 - 3	249
Lee Montessori PCS - Brookland	5	Montessori	PK3 - 6	286
Lee Montessori PCS - East End	8	Montessori	PK3 - 3	216
Mary McLeod Bethune PCS	4, 5	Arts Integration; Language Immersion; International Baccalaureate	PK3 - 8	361
Maya Angelou PCS - High School	7	Blended and Individualized Learning; Socio-emotional Learning	Alternative	224
Maya Angelou PCS - YALC	7	General Education Development (GED)	Adult	299
Meridian PCS	1	Interdisciplinary Curriculum	PK3 - 8	621
Monument PCS	7	Boarding school and Wraparound with Foster Care/ At-Risk Focus	Alternative	127
Mundo Verde PCS - Calle Ocho	5	Dual Language/Immersion, Education for Sustainability Focus	PK3 - 4	498
Mundo Verde PCS - Cook	5	Dual Language/Immersion, Education for Sustainability Focus	PK3 - 5	530
Paul PCS - HS	4	Academics, Arts, Athletics, and Global Enrichment	9 - 12	438
Paul PCS - MS	4	Academics, Arts, Athletics, and Global Enrichment	5 - 8	313
Perry Street Prep PCS	5	Interdisciplinary Curriculum; Extended Academic Time	PK3 - 8	455
Richard Wright PCS	6	Journalism and Media Arts	8 - 12	309
Rocketship PCS - Infinity	5	Arts Integration	PK3 - 5	341
Rocketship PCS - Legacy	7	Personalized and Blended Learning	PK3 - 5	609
Rocketship PCS - Rise	8	Personalized and Blended Learning	PK3 - 5	428
Roots PCS	4	African Centered Curriculum	PK3 - 5	80
SEED PCS	7	Boarding School	9 - 12	252

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2023 - 24 GRADES SERVED	2023 - 24 AUDITED ENROLLMENT
Sela PCS	4	Dual Language/Immersion	PK3 - 5	285
Shining Stars PCS	5	Montessori	PK3 - 6	215
Social Justice PCS	5	Expeditionary Learning, Liberatory Design Thinking, and Crew	5 - 8	124
St. Coletta PCS	7	Special Education	Alternative	251
Statesmen PCS	8	Boy-Friendly Academic Environment, Improving Academic Skills, Social Competencies, and Personal Development	4 - 8	307
Children's Guild PCS	5	Montessori	Alternative	230
Family Place PCS	1	ESL, Child Development Associate, Workforce Development, Spanish, Literacy, 2-Gen Approach	Adult	193
Next Step PCS	1	GED Preparation; English as a Second Language; Dual College Enrollment; Day and Evening Options; Transportation and Childcare Assistance	Adult	510
Sojourner Truth PCS	5	Montessori, Blended Learning	6 - 10	284
Thurgood Marshall PCS	8	Public Policy and Law Focus	9 - 12	338
Two Rivers PCS - 4th Street	6	Expeditionary Learning	PK3 - 5	390
Two Rivers PCS - Young ES	5	Expeditionary Learning	PK3 - 5	378
Two Rivers PCS - Young MS	5	Arts Integration	6 - 8	254
Washington Global PCS	6	International Curriculum; Individualized Learning	6 - 8	219
Washington Latin PCS - Anna Cooper MS	5	Classical Education	5 - 7	258
Washington Latin PCS - MS	4	Classical Education	5 - 8	393
Washington Latin PCS - US	4	Classical Education	9 - 12	356
Washington Leadership Academy PCS	5	Tech, Coding, Computer Science; Leadership Development	9 - 12	398
Yu Ying PCS	5	Mandarin Chinese Language Immersion; International Baccalaureate	PK3 - 5	634
YouthBuild PCS	1	English as Second Language; Construction Education; Dual enrollment	Adult Education	133

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 the 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. This Board's oversight work improves the experiences of all DC students, especially those from historically marginalized groups.

The 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. The Board evaluates each school's progress toward meeting its charter goals and academic achievement expectations. The school's compliance is also assessed with applicable federal and local laws, compliance with its charter, and fiscal management.

Nine charter reviews were conducted during SY 2023 - 24, as listed below.¹ No charter renewals were conducted during this time. See the list of Board Actions on p. 31 for the date of each vote.

SY 2023 – 24: 10-Year Charter Reviews

The Board approved these 10-year reviews:

- District of Columbia International School
- Harmony PCS
- Lee Montessori PCS

SY 2023 – 24: 20-Year Charter Reviews

The Board approved these 20-year reviews:

- DC Bilingual PCS
- E.L. Haynes PCS
- Two Rivers PCS

SY 2023 – 24: 25-Year Charter Reviews

The Board approved these 25-year reviews:

- Meridian PCS
- Perry Street Prep PCS
- Roots PCS

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

Interventions and Correction of Deficiencies

DC PCSB did not issue any conditions during SY 2023 - 24.

¹ Academy of Hope PCS's 10-year charter review will occur in September 2024.

Qualitative Site Reviews

DC PCSB developed the 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% of core-content classrooms and special education and emerging multilingual learner programs; and
4. A scheduled debrief with the school leadership team and DC PCSB staff.

DC PCSB conducted the QSR process at the following schools in SY 2023 – 24:

- AppleTree PCS – Columbia Heights
- AppleTree PCS – Douglas Knoll
- AppleTree PCS – Lincoln Park
- AppleTree PCS – Oklahoma Avenue
- AppleTree PCS – Parklands
- AppleTree PCS – Southwest
- Bridges PCS
- Capital City PCS – LS
- Capital City PCS – MS
- Capital City PCS – HS
- Capital Village PCS
- Cedar Tree PCS
- Early Childhood PCS
- Digital Pioneers PCS – Johenning
- Digital Pioneers PCS – Capitol Hill
- Girls Global PCS
- Hope Community PCS – Tolson
- Howard University Middle PCS
- I Dream PCS
- IDEA PCS
- Kingsman PCS
- MM Bethune PCS
- Monument PCS
- Paul PCS – HS
- Paul PCS – MSI
- Social Justice PCS
- Sojourner Truth PCS
- Children's Guild PCS
- Two Rivers PCS – Young MS
- Washington Global PCS
- YouthBuild PCS

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

School Planning

As Washington, DC’s independent charter school authorizer, DC PCSB evaluates petitions from groups seeking to establish a new public charter school and from existing school teams to expand, relocate, and reconfigure the grades or ages they serve. Also, schools may close if DC PCSB revokes, does not renew a charter, or if a school voluntarily relinquishes its charter. For a list of charter amendments approved this school year, including new campuses and facilities that will open no earlier than SY 2024 – 25, see page 31.² The new school openings, grade additions, reconfigurations, and relocations effective in SY 2023-24 are below.

New School Charter Applications

On September 27, 2023, DC PCSB released its 2024 Charter Application Guidelines. They explain the process founding groups should follow to submit their new school applications and how DC PCSB evaluates them. The 2024 Charter Application Guidelines and all associated resources can be found at: <https://dcpcsb.org/start-charter-school>.

On March 8, 2024, DC PCSB received one application to establish a new public charter school. Oxford Preparatory PCS proposed opening a K – 8 blending learning program in Ward 7. The founding group withdrew its application from consideration on March 18, 2024, thus concluding the charter application review cycle.

New School Openings

No new LEAs or campuses began operation in SY 2023 – 24. However, two new campuses will open in SY 2024 – 25. Visit the School Planning page at: <https://dcpcsb.org/school-planning>

School Closures

No LEAs or campuses closed at the end of SY 2023 – 24.

² 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/facilitypolicy>.

Grade Additions and Reconfigurations

The following campuses added grades in SY 2023 – 24. For SY 2023 – 24, no LEA changed its configuration by combining or dividing grade levels into a campus.

CAMPUS	GRADE ADDED	CURRENT GRADES SERVED
DC Prep PCS – Anacostia MS	7	PK3 – 7
DC Wildflower PCS	K	PK3 – K
Digital Pioneers Academy PCS – Capitol Hill	11	9 – 11
EW Stokes PCS – East End	5	PK3 – 5
Girls Global PCS	12	9 – 12
Global Citizens PCS	1	PK3 – 1
I Dream PCS	4	PK3 – 4
LEARN DC PCS	3	PK3 – 3
Lee Montessori PCS – East End	3	PK3 – 3
Mundo Verde PCS – Calle Ocho	4	PK3 – 4
Paul PCS – MS	5	5 – 8
Rocketship PCS – Infinity	5	PK3 – 5
Sojourner Truth PCS	10	6 – 10
Washington Latin PCS – Anna Cooper MS	7	5 – 7

Facility Openings

The following campuses opened new facilities or relocated in SY 2023 – 24.

CAMPUS	TYPE OF CHANGE	NEW ADDRESS
AppleTree PCS – Oklahoma Avenue	New facility	4900 Massachusetts Avenue NW (Ward 3)
Briya PCS	Relocation	801 Shepherd Street NW (Ward 4)



Non-Academic Oversight

Compliance Review

As part of DC PCSB's 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 2023 – 24. If DC PCSB staff determines that any document is incomplete or inaccurate, then it is returned to the school for revision and resubmission. Schools that submit untimely or consistently incomplete compliance items may be issued escalating consequences like an Early Warning notice, Out of Compliance notice, and a Notice 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 4, 2024, DC PCSB sent each LEA board of trustees and executive director its SY 2023 – 24 Compliance Review Report. No schools have received a "not compliant" rating. Also, by that date, 18 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

Since then, only one charter campus remains "in progress" – pertaining to the requirement to have staff certified to administer medicine. Children's School Services is the sole vendor of DC Health to provide this training. Available slots within the online training platform are limited and training concluded for SY 2023 – 24 on June 11, 2024. This one campus will receive priority during the summer training session.

View the annual LEA Document Submission Calendar and Compliance Review results at:
<https://dcpcsb.org/annual-compliance-reporting>.

Assessing Finances

Each year, DC PCSB assesses the finances and operations 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, has engaged in a pattern of fiscal mismanagement, or is no longer economically viable, the Board is required to close it per DC law.

Financial Monitoring

The financial health and management of public charter LEAs is monitored 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 the 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 the families have access to information, school budgets, tax returns, spending plans for at-risk funds, audited financial statements, and the Financial Analysis Report are published at: <https://dcpcsb.org/school-finances>.



Here is a summary of public charter LEA financial audit results for fiscal year 2023:

AUDIT OUTCOME	# OF LEAS
Number of LEAs failing to timely submit the audited financial statement required (sum of above two rows)	8
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	2
Audit reflected unresolved prior-year audit findings	1
Audit disclosed going-concern issue	0
Disclosed debt-compliance issue	0
Number of LEAs whose audits revealed a failure to follow required accounting practices or other material deficiencies (sum of above eight rows)	8

Interventions and Correction of Deficiencies

If there are concerns about a school's financial health, the Board collaborates with the school to address them as early as possible. In most cases, it starts 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. DC PCSB subsequently discloses in the Financial Analysis Report the steps taken or that will be taken by the LEA to rectify each deficiency identified in the audit, to be carried out in a manner consistent with the Board's recommendations.

In cases of more imminent concerns, more formal intervention actions may be taken, such as citing a public charter LEA for fiscal mismanagement. A Financial Corrective Action Plan (FCAP) may also be instituted, which addresses financial and operational concerns (see School Reform Act Requirements on page 36) and sets specific performance targets for the LEA's finances. These actions would take place during a public Board meeting.

FCAP compliance will continue to be monitored for two LEAs. One of the FCAPs was effective prior to FY 2023 and the other was effective in FY 2023.

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

ENDURING PARTNERSHIPS

Strengthen dialogue between families, school communities, and residents to create a shared understanding of our work, solicit feedback, and develop new partnerships across DC.

Strengthening Communities Through Engagement and Collaboration

In the dynamic landscape of public education, authorizers play a pivotal role in fostering educational excellence and equity. This year, the Board's authorizing body has redoubled its efforts to work closely with communities, ensuring that every decision aligns with the diverse needs and aspirations of the populations public charter schools educate.

Building Trust and Collaboration

At the heart of the Board's authorizing philosophy is building trust with the communities public charter schools serve and local organizations that support students, families, and public schools. This year, outreach initiatives were expanded, conducting over 80 community and stakeholder engagements with residents and families living in every part of the city. These connections have been instrumental in helping to understand the unique educational needs of each community, allowing the Board to tailor their authorizing processes accordingly.

Collaboration with local organizations, ANCs, and community leaders has also been a cornerstone of the Board's engagement strategy. By working together, the Board has leveraged knowledge and resources that support schools more effectively. This collaborative approach has strengthened relationships and led to a more community-centric approach to the Board's engagement work.

One area in which schools have requested additional support is navigating public safety concerns. Ensuring students' safety is paramount. This year, bi-weekly meetings were held with school leaders, local charter organizations, the DC Charter Alliance, public safety agencies, and other community partners to discuss various topics related to public safety.

These productive engagements have led to 86% of public charter schools getting access to resources, strengthening the relationship with the police department and the Mayor's Office of Public Safety and Justice. The school engagement led to successful advocacy for the expansion and improvements of the Safe Passage program. This program positively contributes to the communities' safer environment for students and teachers.

The Role of Parents and Charter Alumni

DC PCSB continues to recognize the invaluable perspective parents and former students bring to the Board's authorizing work. The Parent and Alumni Leadership Council (PALC) was formed over a decade ago. This group of parents and graduates of public charter schools plays a pivotal role in shaping policies and practices, ensuring that the voices of those most invested in their children's education can share their perspectives. This year the PALC welcomed a diverse and passionate group of new and returning parents of students currently enrolled in a DC public charter school, as well as alumni of DC charter schools.

This year, PALC members actively gave input on the Board's ASPIRE System, learned about the special education policies, and shared perspectives about challenges during subcommittee discussions on three topics: Health & City Services, Communications, and Special Populations.

Improving School Quality and Accountability

One of the primary responsibilities as an authorizer is to ensure public charter schools meet high academic and financial standards. This year, a revised academic evaluation system was approved to assess school performance that incorporates feedback from community stakeholders. This inclusive approach has allowed the Board to ensure the most effective forms of engagement with community members.

Recognizing the critical role of parent voices in shaping education, DC PCSB partnered with a local parent organization, Parents Amplifying Voices in Education, or (PAVE), to host focus groups on ASPIRE with parents who are public charter school board members. This strategy aimed to share information about ASPIRE and gather critical feedback to guide ongoing engagement efforts.

During the focus group discussions, the Board learned that families support accountability and like the ASPIRE System. They also shared the need for all parents to hear about ASPIRE directly from the Board. DC PCSB plans to meet with parent groups—school- and community-led—across the District to share about ASPIRE, hold space for questions, and have open dialogue. DC PCSB is committed to educating families about the components of ASPIRE.

Lastly, a new approach to public comment during Board meetings was piloted. The new approach allowed board members to hear testimony, ask clarifying questions, and engage in dialogue with public witnesses. Board members used the comment to ask staff probing questions and inform their decision-making. Public comment remains a vital channel through which the Board can hear directly from the public, and it has played a crucial role in shaping the work with ASPIRE.

Collaborating for Success: How Schools and Government Agencies Are Working Together

Collaboration between schools and government agencies has become increasingly important. The partnership between government and public charter schools aims to create an environment where students can thrive academically, socially, and emotionally. In the past year, DC PCSB has increased access to city services and garnered community support to ensure that the entire community contributes to students' educational success. Through these partnerships, the Board has access to critical resources, support the implementation of new programs, and address the unique needs of all student populations.

Boosting Student Health

Ensuring every student has received all age-appropriate immunizations was a priority this year. Through work on a citywide immunization working group, the Board helped schools meet immunization requirements. The working group included DC Health, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the Department of Healthcare Finance (DHCF), and the Deputy Mayor for Education (DME) to coordinate efforts across the city to give families access to age-appropriate immunizations.

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 stakeholders to host immunization clinics at schools and in the community for families to attend.

Ensuring Student Wellness

This year, a partnership was formed with DC Health and Children's School Services that introduced a cluster model to provide 40 hours of nursing coverage each week in schools' health suites. In addition, the School Health Service Telehealth Program continues to expand its access to students in schools participating in DC Health's School Health Program, where it provides school nurses and telehealth in DC public schools. Most neighboring states do not offer full-time nurse staffing for schools. For example, counties in Maryland and Virginia provide one nurse for every two to three schools.

Ramping Up Mental Health Services

Partnering with the Department of Behavioral Health (DBH) and through the Board's work on the city's Coordinating Council on School Behavioral Health, DC PCSB assisted with expanding the mental health services offered to students at schools. Efforts included identifying strategies to retain and recruit mental health clinicians to the District. One innovative approach being piloted is to have behavioral health supervisors cover vacancies that some schools may have.

Opening Doors: Global Opportunities

A passport opens the door to a world of opportunities for students. Many public charter schools offer students the unique opportunity to broaden their horizons through international travel programs. Working with the traditional school system, the Board co-hosts a Passport Day for public school students. This event took place on a school campus and allowed students planning to travel overseas an opportunity to apply for their passports through the Washington Passport Agency.

Forging New Partnerships

This year, there was a new relationship with the DC Office of Migrant Services to provide migrant students with information about attending a public charter school. This office provides migrant families with temporary accommodations and resettlement services, including student education.

Fostering Collaboration

Task force discussions create opportunities for collaboration among individuals, organizations, and agencies that might not typically work together. The opportunities allow the Board to leverage their collective strengths to develop innovative solutions and initiatives by pooling resources and expertise. This year, the number of task forces increased across city agencies. These efforts inform decisions and allows the Board to share information, listen, generate ideas, and solve complex challenges.

DC PCSB's impact has extended to the following:

- My AfterSchool DC working group is led by the Office of Out of School Time Grants and Youth Outcomes, which supports initiatives to eliminate after-school program waitlists at identified priority schools. The Board's efforts have led to seven public charter schools receiving grants to create a standalone program or partnering with community-based organizations to offer programming at their school.
- The School Safety Enhancement Committee was tasked with creating recommendations on the ways schools and all those within the school-supporting ecosystem can ensure public schools are safe for students. The task force concluded with actionable recommendations that urged the District to invest in school safety measures focusing on mitigation and prevention efforts.

The collaboration between DC PCSB, schools, and government agencies is essential in fostering an educational environment where all students can excel. Working together leads to the provision of necessary resources, support, and programs that address the diverse needs of public school students.

Looking Ahead

Looking to the future, DC PCSB remains committed to deepening an engagement with communities, agencies, and local organizations. Key priorities for the coming year include:

- Expanding outreach efforts to ensure greater participation in authorizing processes.
- Continue to inform and educate communities about the Board's academic evaluation system, ASPIRE.
- Seek opportunities to hear about ways the Board can ensure all students have an opportunity to receive a high-quality education.

DC PCSB's work as an authorizer is driven by a profound commitment to serving communities and improving educational outcomes for all students, particularly those from historically marginalized communities. By fostering strong partnerships, engaging all voices, and championing equity, the Board is making strides toward families having access to schools that meet their students' needs. The Board thanks all its partners, school leaders, families, and community leaders for their invaluable contributions and look forward to another year of impactful collaboration.

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.

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://dcpcsb.org/events>.

Charter Amendments

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
AppleTree PCS	Program Replication	August 21, 2023
Family Place PCS	Enrollment Ceiling Increase	August 21, 2023
YouthBuild PCS	Enrollment Ceiling Increase	August 21, 2023
Maya Angelou PCS	Goals	August 21, 2023
KIPP DC PCS	Goals	August 21, 2023
Mundo Verde PCS	Goals (Business Rules Update)	September 26, 2023
Next Step PCS	Goals	January 29, 2024
Appletree PCS	Campus Name and Correction	January 29, 2024
YouthBuild PCS	Goals	February 26, 2024
MM Bethune PCS	Facility	March 18, 2024
Washington Latin PCS	Facility	March 18, 2024
DC Wildflower PCS	Facility	April 22, 2024
DC Scholars PCS	Mission	April 22, 2024
E.L. Haynes PCS	Reconfiguration	April 22, 2024
Goodwill Excel PCS	Goals (Business Rules Update)	April 22, 2024
St. Coletta PCS	Goals (Business Rules Update)	April 22, 2024
Sojourner Truth PCS	Facility and ECI	June 24, 2024
Creative Minds PCS	Goals	June 24, 2024
Family Place PCS	Facility	June 24, 2024
Kingsman PCS	Goals	June 24, 2024
Social Justice PCS	Facility	June 24, 2024

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

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Maya Angelou PCS	Alternative Accountability Framework Status	August 21, 2023
BASIS DC PCS	Approved Equitable Access Preference Application	September 26, 2023
E.L. Haynes PCS	20-Year Charter Review	April 8, 2024
DC Bilingual PCS	20-Year Charter Review	April 22, 2024
Two Rivers PCS	20-Year Charter Review	April 22, 2024
Meridian PCS	25-Year Charter Review	April 22, 2024
District of Columbia International School	10-Year Charter Review	May 20, 2024
Lee Montessori PCS	10-Year Charter Review	May 20, 2024
Perry Street Prep PCS	25-Year Charter Review	May 20, 2024
Harmony PCS	10-Year Charter Review	June 24, 2024
Roots PCS	25-Year Charter Review	June 24, 2024

DC PCSB Policies Opened for Public Comment

DATE OF BOARD VOTE	POLICY
August 21, 2023	Special Education Audit Policy
September 26, 2023	English Learner Monitoring Policy
February 5, 2024	ASPIRE Policy & Technical Guide for Public Comment
February 26, 2024	Charter Goals Policy for Public Comment
June 24, 2024	School Transparency Policy
June 24, 2024	Data and Document Submission Policy

Summary of DC PCSB Policies Approved

DATE OF BOARD VOTE	POLICY
June 10, 2024	ASPIRE Policy & Technical Guide
June 10, 2024	Charter Goals Policy

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

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
AppleTree PCS	Mystery Caller Notice of Concern	April 8, 2024
Eagle Academy PCS	Mystery Caller Notice of Concern	April 8, 2024
Hope Community PCS	Mystery Caller Notice of Concern	April 8, 2024
Roots PCS	Mystery Caller Notice of Concern	April 8, 2024
AppleTree PCS	Notice of Concern	April 22, 2024
Eagle Academy PCS	Notice of Concern	April 22, 2024
Hope Community PCS	Notice of Concern	April 22, 2024
Roots PCS	Notice of Concern	April 22, 2024
Digital Pioneers PCS	Notice of Concern	April 22, 2024
AppleTree PCS	Lift Notice of Concern	June 24, 2024
Eagle Academy PCS	Lift Notice of Concern	June 24, 2024
Hope Community PCS	Lift Notice of Concern	June 24, 2024
Roots PCS	Lift Notice of Concern	June 24, 2024
Digital Pioneers PCS	Lift Notice of Concern	June 24, 2024



Executive Director

Dr. Michelle J. Walker-Davis

Aisha Berkeley, Executive Administrative Specialist

External Affairs Department

Tomeika Bowden, Chief External Affairs Officer

Policy and Legislative Affairs Team

Drew Snyder, Director, Policy and Legislative Affairs

Madeline Houck, Policy Specialist

Communications Team

Robert Lowe Spriggs, Director, Communications

Isabel Hardy, Communications Coordinator

Sharif Hodges, Communications Coordinator

Intergovernmental Relations Team

Audrey Williams, Senior Manager, Intergovernmental Relations

Kierra Jenkins, Intergovernmental Relations Specialist

Community Relations Team

John Carlos Green, Manager, Community Engagement

Geoffrey St. John, External Affairs Coordinator

School Performance Department

Melodi Sampson, Chief School Performance Officer

Data and Accountability Team

Kirsten James, Director, Data and Accountability

Tyler Troy, Manager, Data Analytics

Jonathan Fisher, Analytics Engineer

Vanessa Pinto, Analytics Engineer

Gordon Read, Analytics Engineer

Sneha Verma, Junior Analytics Engineer

Starling Temp, Data and Accountability Specialist

Equity and Access Team

Michele Gray, Senior Manager, Equity and Access

Tricia Francisco, Equity and Access Specialist

Theresa Kemp, Equity and Access Senior Specialist

Courtney Hall, Equity and Access Coordinator

Sector Planning and Compliance Team

Hannah Cousino, Senior Manager, Sector Planning and Compliance

Kristie Dennis, Manager, Sector Planning and Compliance

Bijon Lane, Sector Planning and Compliance Specialist

Danielle Bell, Sector Planning and Compliance Specialist

School Quality and Evaluation Team

Travis Hartberger, Manager, School Quality and Evaluation

Andrys Rojas-Suarez, School Quality and Evaluation Senior Specialist

Gina Lucchesi, School Quality and Evaluation Senior Specialist

Culture, Talent, and Strategy Department

Raven Freeman, Chief of Staff

Strategic Initiatives Team

Nada Mousa, Manager, Strategic Initiatives

Megan Allen, Strategic Initiatives Fellow

Talent Team

Gabriela Batista, Director of Human Resources

Ernecia White, Senior HR Generalist

Shakerah Sampson, Learning & Development Specialist and Recruiter

Finance, Operations, Systems, and IT Department

William Henderson, Chief Operating Officer

Finance Team

Michael Bayuk, Director, Finance

Valeria Sanders, Finance Manager

Kathleen Rickmann, Finance Manager

Vladimir Valchev, Accountant (OCFO)

Data and IT Systems Team

Yariany Perez-Nieto, Senior Manager, Data and IT Systems

Mitchell Suzara, Data Engineer

Carol Harris, User Support and Knowledge Management Specialist

Lawrence Hayes, Senior IT Lead

Operations Team

Aaron Hall, Manager, Operations

Charlene Haigler-Mickles, Operations Specialist

Eduardo Roblero Diaz, Operations Coordinator

Legal Department

Sarah Cheatham, General Counsel

Daniel Quandt, Associate Attorney

Monthly Board Meetings

Each month, DC PCSB holds a Board Meeting to discuss various items related to public charter schools.

This table shows the date and location of board meetings in the 2023-2024 school year.

Date of Board Meeting		Location
August 21, 2023	Board Meeting	Virtual via Zoom
September 26, 2023	Board Meeting	Virtual via Zoom
October 16, 2023	Board Meeting	Virtual via Zoom
November 17, 2023	Special Board Meeting	Virtual via Zoom
November 20, 2023	Board Meeting	Virtual via Zoom
December 18, 2023	Board Meeting	Virtual via Zoom
January 29, 2024	Board Meeting	Virtual via Zoom
February 5, 2024	Special Board Meeting	Virtual via Zoom
February 26, 2024	Board Meeting	Virtual via Zoom
March 11, 2024	Special Board Meeting	Virtual via Zoom
March 18, 2024	Board Meeting	Virtual via Zoom
April 8, 2024	Special Board Meeting	Virtual via Zoom
April 22, 2024	Board Meeting	Virtual via Zoom
May 20, 2024	Board Meeting	Virtual via Zoom
June 10, 2024	Special Board Meeting	Virtual via Zoom
June 17, 2024	Special Board Meeting	Virtual via Zoom
June 24, 2024	Board Meeting	Virtual Via Zoom
July 10, 2024	Special Board Meeting	Virtual Via Zoom

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





DC School Reform Act Requirements

REQUIRED ELEMENT FROM DC SCHOOL REFORM ACT	RESPONSE/LOCATION WITHIN REPORT
Submit a report on or before July 30 each year	Report published on July 30, 2024.
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 DC PCSB and the addresses of such members	See Board Member listing on page 8.
(2) A list of the dates and places of each meeting of PCSB during the year preceding the report	See Monthly Board Meeting on page 34.
(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	Zero.
(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.
(7) A description of any charters revoked by PCSB during the year preceding the report	Zero.
(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.
(10) Details of major Board actions	See Board Actions on pages 31-32.
(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	Nine five-year reviews were conducted during this period. See Charter reviews and renewals on page 18.
(13) Summary of annual financial audits of all charter schools including	See Financial Oversight on pages 23-24.
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	
(14) Number of schools which have required intervention by PCSB to address any academic or operational issue	Zero. See Academic Oversight on page 18.
(15) What recommendations PCSB has made to correct identified deficiencies	See Financial Oversight on pages 23-24.



2024 Annual Report produced by DC PCSB's Communications Team (Sharif Hodges, Isabel Hardy, Robert Lowe Spriggs).

#DCCharterProud
#EquityQualityChoice



100 M St. SE, Suite 400
Washington, DC 20003
202-328-2260
communications@dpcsb.org
dpcsb.org

 @DCPCSB
 @DCPCSB
 /DCPCSB