

Lea Crusey
Board Chair

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

March 21, 2024

Via Electronic Mail

Deena Fox
Board Chair

Joshua Bork
Executive Director

Sela Public Charter School
6015 Chillum Place NE
Washington, DC 20011

Re: 10-Year Charter Review of Sela Public Charter School

Dear Ms. Fox and Mr. Bork:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.¹ During the 2022-23 school year, DC PCSB conducted such a review of Sela Public Charter School (Sela PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On November 16, 2022, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be continued.

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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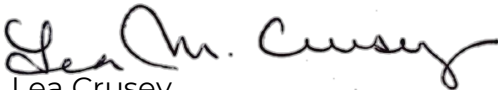
At its public board meeting on December 19, 2022, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,


Lea Crusey
Board Chair


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

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☒ Approve Charter Continuance
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other _____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Nada Mousa, Senior Specialist, School Performance Department**

SUBJECT: **Charter Review: Sela Public Charter School**

DATE: **December 19, 2022**

Recommendation

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

Charter Review Findings

DC PCSB staff conducted a 10-year charter review of Sela PCS, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3)

¹ DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

² D.C. Code §§ 38-1802 *et seq.*

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

Charter Review Findings					
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Sela PCS met one goal and partially met one goal. DC PCSB staff could not render a determination for one goal.				
Compliance	Sela PCS did not violate the law or materially violate its charter.				
Finance	Sela PCS did not commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
60.7%	68.0%	Not applicable (NA) ³			64.4%

Sela PCS adopted the PMF as its charter goals in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁴ In doing so, Sela PCS committed to achieving an average PMF score equal to or exceeding 45.0% at its 10-year review. As the chart above shows, the school met this charter goal, earning an average PMF score of 64.4%. Additionally, the school adopted two mission-specific goals that measure oral proficiency in English and Hebrew. As the chart below reports, Sela PCS partially met one of these charter goals and DC PCSB could not render a determination for the other.

Charter Goals		Met?
1	PMF	Met
Mission-Specific		
2	Oral Proficiency Interview (OPI) Assessment (Second Grade)	Partially Met
3	OPI Assessment (Fifth Grade)	Unable to Determine

³ As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB's September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁴ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

To elaborate on the table above, Sela PCS partially met its OPI Assessment (Second Grade) charter goal because it met its target in SY 2017 – 18, but failed to do so in SY 2018 – 19. DC PCSB staff is unable to determine whether the school met its OPI Assessment (Fifth Grade) charter goal based on the available data, in which fewer than 10 students were assessed in SY 2018 – 19.

DC PCSB staff also found the school has not committed a violation of law or a material violation of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Additional Academic Data

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.⁵ For schools serving early childhood and elementary students like Sela PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). See Sela PCS's SY 2021 – 22 transitional goals performance on pages 22 through 24 of the attached Preliminary Charter Review Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22 transitional goals data as supplemental evidence of school performance, but only if it helps the school.⁶

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Sela PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See Sela PCS's SY 2021 – 22 QSR performance on pages 10 and 11 of the attached Preliminary Charter Review Report.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."⁷ As part of this review, DC PCSB must determine whether:

⁵ See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁶ Ibid., p. 6.

⁷ D.C. Code § 38-1802.12(a)(3).

1. The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁸

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.⁹

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.¹⁰

Background

Sela PCS began operation in 2013 under authorization from DC PCSB, educating students in pre-kindergarten 3 (PK3) through fifth grade. The school has grown by one grade every year, reaching maturation in SY 2018 – 19 with grades PK3 through 5. The school enrolls 281 students at one facility located in Ward 4.¹¹ Sela PCS's mission is to:

offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Notification

On November 1, 2022, DC PCSB staff notified Advisory Neighborhood Commissioners Alison Brooks (4B08) and Geoff Bromaghim (4B07) of the school's 10-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.¹²

⁸ D.C. Code § 38-1802.13(a).

⁹ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

¹⁰ D.C. Code § 38-1802.13(b).

¹¹ This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

¹² See the notice here: <http://bit.ly/3i1QDIa>.

Attachment to this Proposal

Attachment A: Sela PCS 10-Year Preliminary Charter Review Report

Date: 12/19/2022

DC PCSB Action: X Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal:

Signature of the Board Chair:

Glenn M. Cussey



2022 – 23 10-Year Charter Review Report Sela Public Charter School

December 19, 2022

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS¹

Sela Public Charter School (Sela PCS) ^{2,3}					
Review or Renewal		10-year charter review			
Review Period		School year (SY) 2017 – 18 through SY 2021 – 22			
Charter Goals		Sela PCS met one goal and partially met one goal. DC PCSB could not render a determination for one goal.			
Compliance		Sela PCS did not violate the law or materially violate its charter.			
Finance		Sela PCS did not commit fiscal mismanagement.			
Board Vote		The Board voted 6 – 0 to continue Sela PCS’s charter.			
Performance Management Framework (PMF) Outcomes ⁴					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
60.7%	68.0%	Not applicable (NA) ⁵			64.4%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”⁶ As such, DC PCSB conducted a 10-year review of Sela PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). Sela PCS adopted the PMF as its charter goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁷ In doing so, Sela PCS committed to achieving an average PMF score equal to or exceeding 45.0% at its 10-year review. In addition, the school adopted two mission-specific goals that measure oral proficiency in English and Hebrew. As the chart above reports, Sela PCS met or partially met the goals for which DC PCSB could render a determination.

¹ To request a text-only and/or a black and white version of this report, please contact communications@dcpcs.org.

² See the appendices to this report here: <https://bit.ly/3Gq9P3t>.

³ See Sela PCS’s Charter Agreement and Amendments, Appendices A1 – A4.

⁴ See Sela PCS’s PMF scorecards, Appendices B1 – B2.

⁵ As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁶ D.C. Code § 38-1802.12(a)(3).

⁷ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

At its public board meeting on December 19, 2022, the DC PCSB Board voted 6 – 0 to continue Sela PCS's charter.

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

SCHOOL BACKGROUND

Sela PCS			
Year Opened	2013 – 14	Ward(s)	4
Number of Campuses	1	Year(s) of Previous Review	2017 – 18
Current Enrollment Ceiling	372	Current Enrollment	281 ⁸
Chartered Grade Span	Pre-kindergarten 3 (PK3) – 5	Current Grade Span	PK3 – 5
Mission Statement			
Sela PCS will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.			

School Overview

Sela PCS began operation in 2013 under authorization from DC PCSB, educating students in PK3 through first grade. The school has grown by one grade every year, reaching maturation in SY 2018 – 19 with grades PK3 through 5.

Sela PCS is dual-language school offering instruction in English and Hebrew. The local education agency (LEA)⁹ was founded on “the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.”¹⁰ Students in PK3 through second grade engage in a “50/50 immersion model,”¹¹ where instruction occurs half in English and half in Hebrew. Additionally, students in kindergarten through second grade receive math, science, and social studies instruction in both languages. Starting in third grade, Sela PCS students complete English language arts and Hebrew language coursework. Starting in SY 2021 – 22, Sela PCS is working to advance its foreign language instruction model, ensuring all elementary grades are on the 50/50 model by SY 2024 – 25.

⁸ This figure is based on preliminary, unvalidated data as of October 5, 2022.

⁹ An “LEA” is any individual or group of public charter schools operating under a single charter.

¹⁰ See Sela PCS’s SY 2020 – 21 Annual Report, Appendix C, p. 3.

¹¹ Ibid.

Enrollment and Demographic Data

The table below shows the school's enrollment history during the review period.¹²

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
PK3	39	50	42	59	64
Pre-kindergarten 4 (PK4)	40	44	58	44	40
Kindergarten (K)	31	33	35	43	38
1	33	27	25	35	30
2	24	26	23	24	31
3	24	24	21	25	21
4	11	19	14	19	21
5	–	6	15	11	14
Audited Enrollment ¹³	202	229	233	260	264
Enrollment Projections ¹⁴	199	222	227	243	260
Enrollment Ceiling ¹⁵	372	372	372	372	372

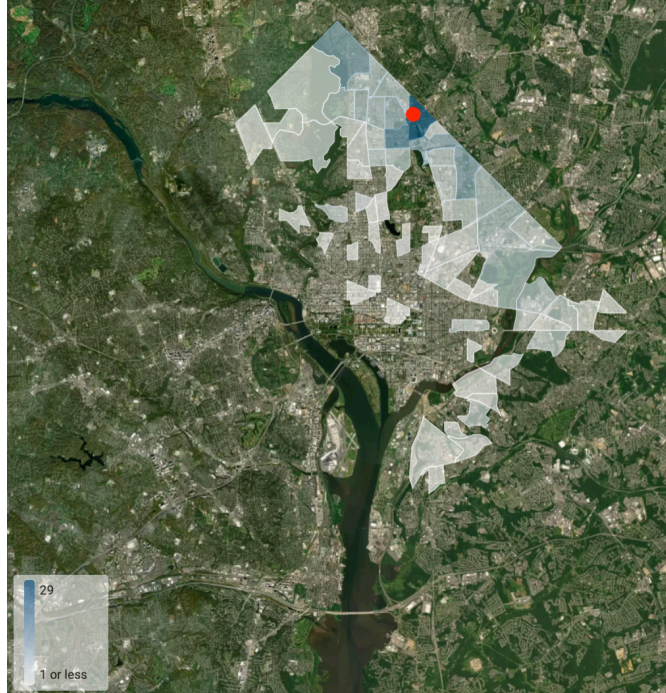
The map below shows where SY 2021 – 22 Sela PCS students live in relation to the school, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, most Sela PCS students come from Wards 4 and 5.

¹² The “–” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

¹³ The Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in DC.

¹⁴ Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The enrollment projections displayed are determined by DME and DC PCSB and may be different than the LEA's projections.

¹⁵ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive per pupil funding for each school year.



The chart below shows the school's student demographics in SY 2021 – 22.

Student Group	Percentage Enrolled
At-Risk Students ¹⁶	17.2%
English Learners ¹⁷	10.5%
Students with Disabilities (SWD) ¹⁸	10.5%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	58.4%
Hispanic/Latino	11.5%
Multiracial	1.0%
Native Hawaiian or Other Pacific Islander	–
White	27.0%

School Climate

The charts below report Sela PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-

¹⁶ D.C. Code § 38–2901(2A) defines “at-risk” as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District’s foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.

¹⁷ English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.

¹⁸ Students with disabilities are students identified as having an Individualized Education Program (IEP). For demographic data, DC PCSB counts any students who were identified as SWD through the year in the final calculation.

seat attendance (ISA) rates. DC PCSB presented these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. This data did not factor into DC PCSB's continuance determination. Still, isolating school environment measures by student group helps to identify whether there may be access and opportunity disparities.¹⁹

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail Sela PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.²⁰

Key for OSS and MYW Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 ²¹

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	0.0%	0.0%	n < 10
Sector		0.0%	0.0%	0.2%
Sela PCS	K – 5	3.2%	2.9%	12.5%
Sector		7.3%	1.5%	11.0%

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	0.0%	n < 10	n < 10
Sector		0.0%	0.0%	0.0%
Sela PCS	K – 5	0.0%	0.0%	0.0%
Sector		3.5%	0.4%	5.2%

¹⁹ The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB staff shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS, MYW, and ISA data after March 2020 in response to the pandemic.

²⁰ For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Sela PCS, is too small to report.

²¹ DC PCSB does not report on values when the n-size is less than 10.

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Sela PCS	K – 5	0.0%	0.0%	0.0%
Sector		2.4%	0.4%	4.0%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Sela PCS's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	4.2%	0.0%	n < 10
Sector		5.8%	4.2%	4.0%
Sela PCS	K – 5	8.1%	5.9%	2.5%
Sector		4.6%	2.2%	4.0%

SY 2019 – 20 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	4.2%	n < 10	n < 10
Sector		3.7%	4.7%	2.9%
Sela PCS	K – 5	2.9%	0.0%	1.9%
Sector		2.9%	2.3%	3.1%

SY 2020 – 21 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	0.0%	n < 10	n < 10
Sector		3.6%	3.7%	3.2%
Sela PCS	K – 5	3.2%	5.3%	4.3%
Sector		1.6%	1.4%	1.4%

SY 2021 – 22 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	7.1%	0.0%	0.0%
Sector		6.9%	4.6%	4.1%
Sela PCS	K – 5	5.7%	15.4%	4.3%
Sector		5.0%	2.9%	3.9%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Sela PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates.

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

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	88.1%	88.1%	n < 10
Sector		87.9%	91.8%	90.4%
Sela PCS	K – 5	89.6%	94.3%	91.8%
Sector		91.4%	94.9%	91.9%

SY 2019 – 20 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	84.1%	n < 10	n < 10
Sector		88.6%	91.5%	90.3%
Sela PCS	K – 5	87.9%	89.4%	91.9%
Sector		92.3%	94.9%	92.9%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	95.4%	n < 10	n < 10
Sector		72.0%	85.1%	79.1%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	K – 5	93.1%	96.9%	97.5%
Sector		85.7%	92.8%	87.8%

SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Sela PCS	PK3 – PK4	76.1%	91.8%	82.7%
Sector		77.5%	85.6%	81.7%
Sela PCS	K – 5	87.1%	92.4%	92.5%
Sector		81.9%	90.6%	84.8%

Qualitative Site Review (QSR)

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.²² From January 24 – February 4, 2022, in anticipation of this review, DC PCSB conducted a QSR at Sela PCS.²³ In the classroom environment domain, observers noted respectful interactions between teachers and students and among students. In some classrooms, teachers showed awareness of students’ lives outside of school and created connections between the academic content and students’ interests. Teachers conveyed a belief students could learn and encouraged students as they persisted in their work. In the instruction domain, observers noted that expectations were clear and error-free. Teachers modeled expectations for completing a task. Teachers often asked rapid-fire, close-ended questions with a single correct answer, which limited the number of rich academic discussions that took place in either English or Hebrew. Across classrooms, student engagement was mixed and at times limited to only a few students.

After conducting unannounced observations,²⁴ the QSR team rates the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Sela PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

²² Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

²³ See Sela PCS QSR Report, Appendix D.

²⁴ During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school’s core content classes. The QSR team also observed electives when the coursework was an essential part of the school’s mission.

Campus/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Sela PCS	75.0%	64.0%
Average score for PK – 8 public charter schools	89.0%	80.0%

Sela PCS scored below average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22.

In addition to conducting classroom observations, DC PCSB and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments Sela PCS students received. Evaluators used TNTP's *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.²⁵ Upon review, evaluators rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully engage in worthwhile grade-level content.²⁶

Of the five ELA samples submitted, two assignments received an overall rating of “sufficient.” These assignments were based on grade-appropriate texts and accompanying questions were entirely text-dependent. One assignment received an overall rating of “minimal.” This assignment was based on a high-quality text, but the task did not require students to use what they learned from the text. Two assignments received a rating of “no opportunity.” These assignments were either not based on a high-quality text or did not reach the full depth of the targeted grade-level standard.

Of the five math samples submitted, four assignments received an overall rating of “sufficient.” These assignments were based on a grade-appropriate standard and allowed students to meaningfully apply math concepts to the real world. Three assignments did not give students the opportunity to connect academic content to the real world. One assignment received an overall rating of “minimal.” This assignment was only partially aligned to a grade-appropriate standard.

Previous Charter Review

Five-Year Review

In SY 2017 – 18, DC PCSB conducted a five-year review of Sela PCS and found the school substantially met its goals. Per the five-year review report, the school's qualitative site review revealed “a culturally diverse staff and student body,” a “notably energetic and warm

²⁵ See the protocol here: <https://bit.ly/3PFYKXH>.

²⁶ Specifically, assignments that satisfied TNTP's *Assignment Review Protocol* criteria were deemed “sufficient.” Assignments that partially satisfied the criteria were deemed “minimal.” Assignments that did not satisfy the criteria were deemed “no opportunity.”

school environment,” and that “students had multiple opportunities to express themselves in Hebrew and in English.”²⁷ In November 2017, DC PCSB voted to continue the school's charter.

Communication with the School

In June 2022, DC PCSB staff met with members of Sela PCS's staff to discuss the school's 10-year review. DC PCSB staff provided the school with a chart similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

²⁷ See Sela PCS's Five-Year Review Report, Appendix E.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school’s] charter at least once every [five] years.”²⁸ As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.²⁹

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school’s charter, or grant the school a continuance.³⁰

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school’s charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.³¹

²⁸ D.C. Code § 38-1802.12(a)(3).

²⁹ D.C. Code § 38-1802.13(a).

³⁰ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

³¹ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In October 2016,³² Sela PCS adopted the PMF as its charter goals. In June 2017,³³ the school adopted two mission-specific goals. In doing so, Sela PCS agreed to the following review standard:

The school will be deemed to have met its goals and academic achievement expectations if . . . at its 10-year charter review in SY 2022 – 23, the school's average PMF score for school years 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 is equal to or exceeds 45.0% and the school has met its mission specific goals.

The chart below reports whether Sela PCS met its charter goals. The text for each goal, along with DC PCSB's corresponding determination, follows the chart.

Charter Goals		Met?
1	Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF)	Met
Mission-Specific		
2	Oral Proficiency Interview Assessment (Second Grade)	Partially Met
3	Oral Proficiency Interview Assessment (Fifth Grade)	Unable to Determine

Determination: Sela PCS met its charter goals, exceeding the targeted PMF average of 45.0%. The LEA also partially met one of its of its mission-specific goals. DC PCSB could not render a determination for the school's second mission-specific goal.

1. PMF Outcomes

The school will be deemed to have met its charter goals if the school's average PMF score for school years 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 is equal to or exceeds 45.0%.

The chart below shows the school's performance on this goal.

³² See Sela PCS's October 2016 Charter Goals Amendment, Appendix A3.

³³ See Sela PCS's June 2017 Charter Goals Amendment, Appendix A4.

PMF Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
60.7%	68.0%	NA ³⁴			64.4%

Determination: Sela PCS met this goal, earning above its 45.0% PMF target.

Key for Mission-Specific Goals Charts	
Green	Equal to or greater than the target
Red	Less than the target
Grey	Goal not applicable, ³⁵ data unavailable, or data not used for goal determination ³⁶
n < 10	The number of test takers (n-size) is less than 10

2. Oral Proficiency (2nd Grade)

The school will be deemed to have met this goal if 75.0% of 2nd grade students meet or exceed a rating of two on the Oral Proficiency Interview (OPI) assessment.

The chart below shows the school's performance on this goal.

Oral Proficiency (Second Grade)										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	87.5%	75.0%	58.3%	75.0%	NA		38.5%	75.0%	71.9%	75.0%
n-size	24		24				26		32	

Determination: Sela PCS partially met this goal.

³⁴ DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 PMF data, it did not produce the PMF in either year. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

³⁵ Per the *COVID-19 Impact Policy*, "DC PCSB will not collect data for the purpose of assessing a school's SY 2019 – 20 charter goals and academic achievement expectations. DC PCSB will not report on or consider SY 2019 – 20 goal attainment in charter review or renewal reports." See the *COVID-19 Impact Policy* here: <https://bit.ly/2FbYLMw>. This note applies to all other instances of "2019 – 20" that appear in this section of the report where the goal is deemed "NA."

³⁶ Per the *COVID-19 Impact Policy*, for charter reviews and renewals conducted in SY 2022 – 23, "Schools will be assessed on goal attainment using data prior to [the] COVID-19 [pandemic]." Consequently, DC PCSB reports Sela PCS's SY 2020 – 21 and SY 2021 – 22 goals outcomes but it does not assess whether the school met its targets in those years.

3. Oral Proficiency (5th Grade)

The school will be deemed to have met this goal if 75.0% of 5th grade students meet or exceed a rating of three on the OPI assessment.

The chart below shows the school's performance on this goal.

Oral Proficiency (Fifth Grade)										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	NA ³⁷		n < 10	75.0%	NA		NA ³⁸		37.5%	75.0%
n-size			6						16	

Determination: DC PCSB was unable to determine whether the school met this goal based on the available data, in which fewer than 10 students were assessed in SY 2018 – 19.

The remainder of this section contains a description of the PMF and an analysis of Sela PCS's performance on each PMF category during the review period, excluding school years 2019 – 20, 2020 – 21, and 2021 – 22, per footnote 34. This section ends with a review of supplemental academic data, separate and apart from the school's charter goals, and a narrative from the school regarding the effects of the COVID-19 pandemic on SY 2020 – 21.³⁹

PMF Overview⁴⁰

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; DC PCSB evaluates Sela PCS under the PK – 8 PMF. DC PCSB divides the PMF into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PK – 8 PMF identifies schools as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of Sela PCS's performance in the PMF categories, including charts detailing the school's performance compared to the sector.⁴¹

³⁷ There is no SY 2017 – 18 data to report because Sela PCS did not begin enrolling 5th graders until SY 2018 – 19.

³⁸ Sela PCS did not administer the OPI in SY 2020 – 21 because it is an in-person assessment and all fifth graders participated virtually the entire year.

³⁹ Though goals data may have been unavailable or impractical to collect during the COVID-19 pandemic, DC PCSB surveyed schools to get additional context on programmatic changes made and challenges faced as a result of COVID-19.

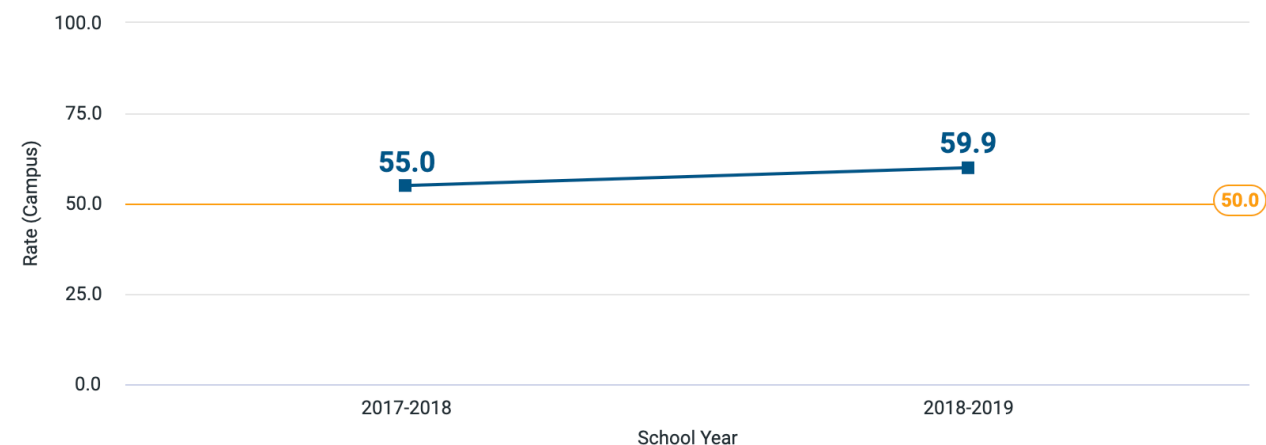
⁴⁰ For details, see the 2019 – 20 PMF Policy and Technical Guide here: <https://bit.ly/2D2lvqc>.

⁴¹ The phrase “compared to the sector” here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

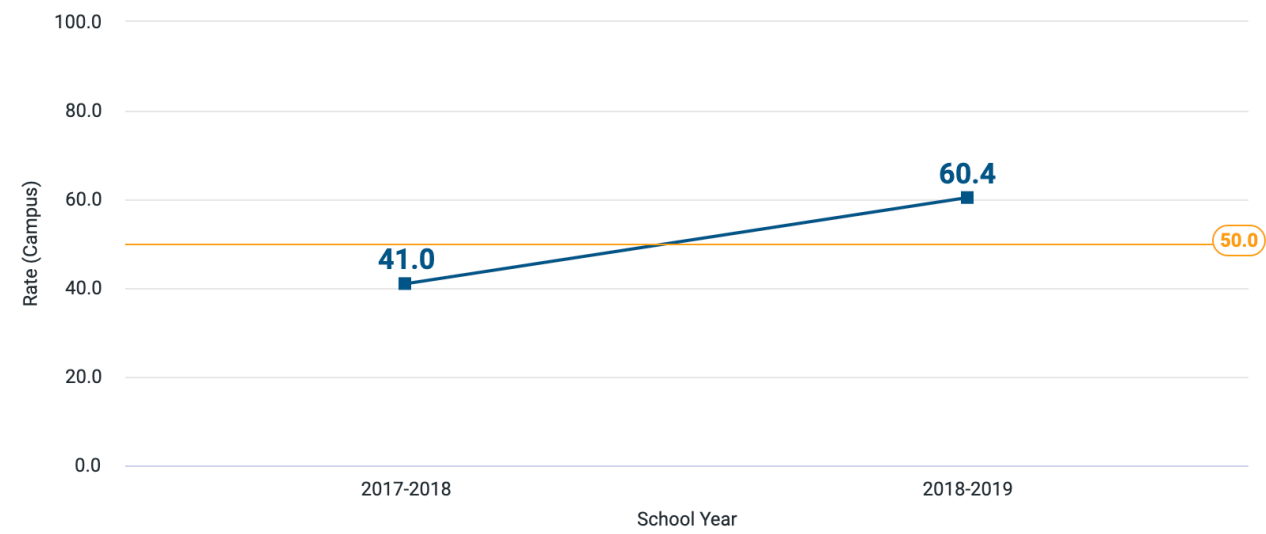
Student Progress

Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, as the growth measure. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. The charts below detail the school's MGP performance compared to the standard of 50.

ELA MGP

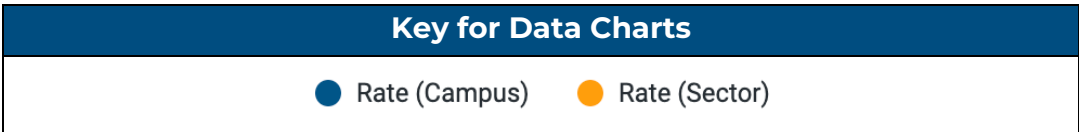


Math MGP

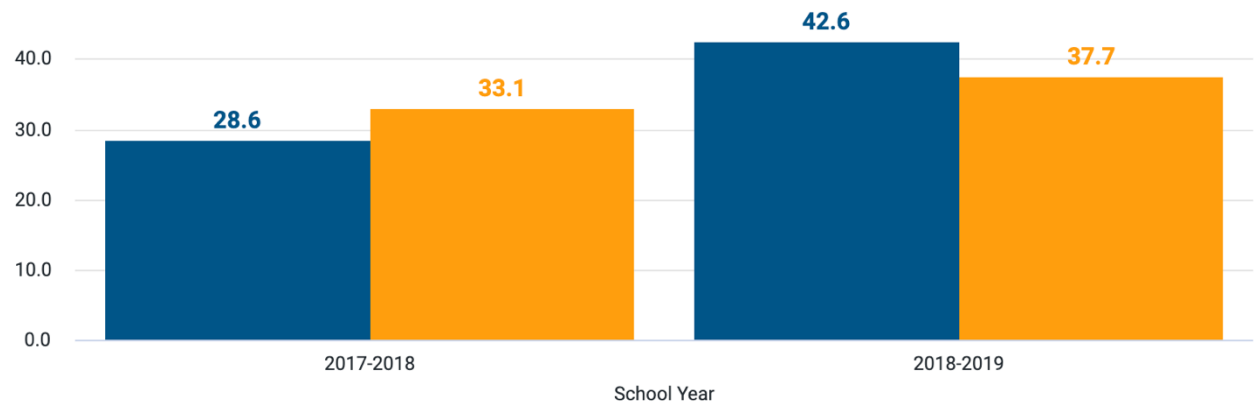


Student Achievement

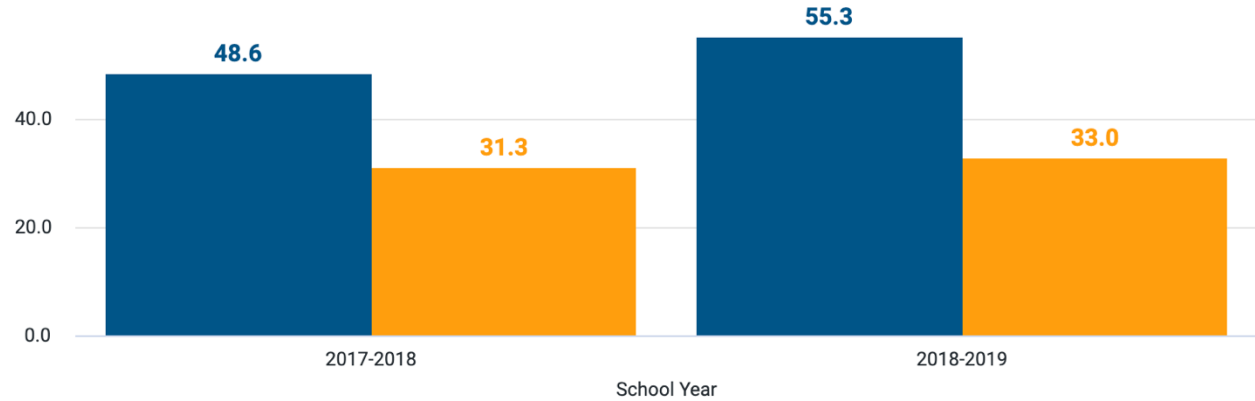
The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.⁴² This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band. The charts below detail the school's ELA and math achievement performance compared to the sector average.



ELA Proficiency (Overall)



Math Proficiency (Overall)



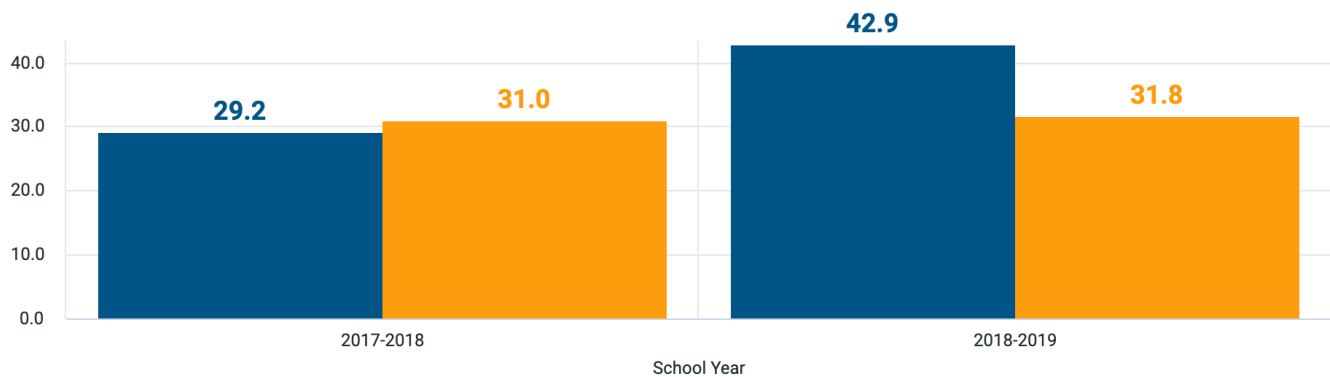
⁴² The term “4+” refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. The PK – 8 PMF gateway measure that applies to Sela PCS is described below.

3rd Grade ELA

This measure reports the percentage of 3rd graders who have attended the LEA for at least two full academic years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA. The chart below reports the school's 3rd grade ELA performance compared to the sector.

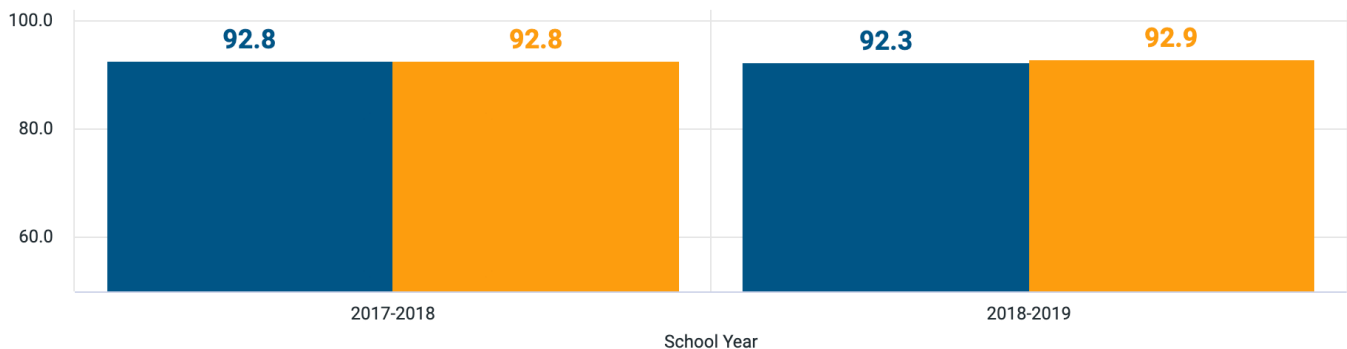


School Environment

The school environment category includes ISA rates and re-enrollment rates, and as well as Classroom Assessment Scoring System (CLASS) rates for schools serving PK students. Charts detailing the school's performance on each of these measures can be found below. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 data, it did not calculate or publicly report any PMF measures, including ISA and Re-enrollment.

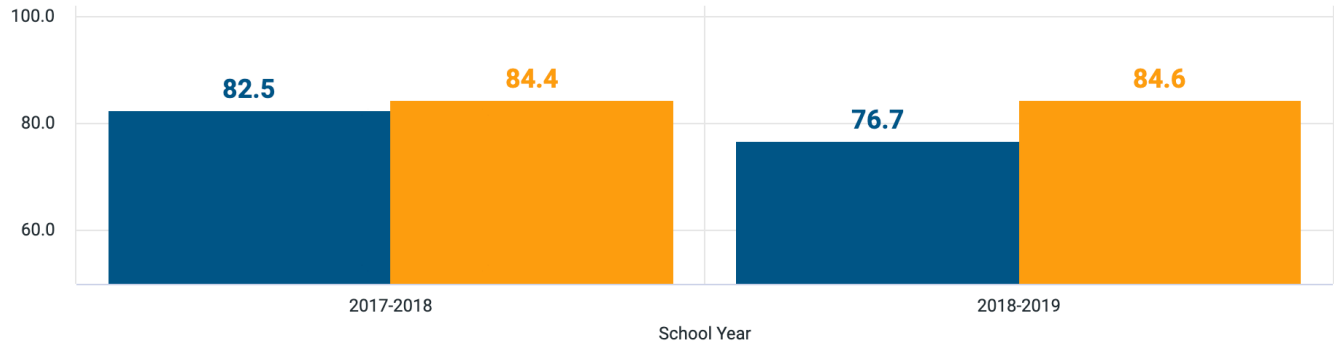
ISA

The ISA rate measures the percentage of students who were present each day. The chart below details the school's ISA performance compared to the sector.



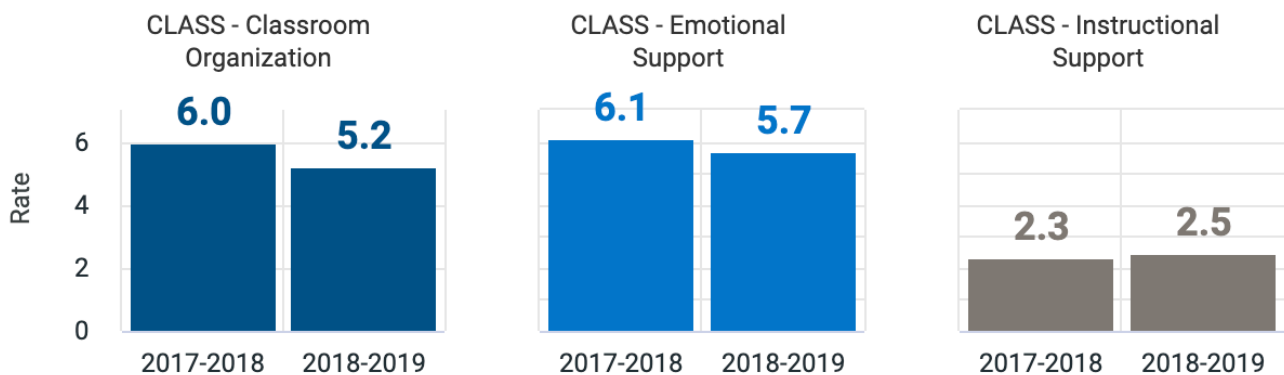
Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.⁴³ The chart below reports the school's re-enrollment rates compared to the sector.



CLASS

DC PCSB uses CLASS to evaluate PK classrooms.⁴⁴ The charts below display the school's performance in CLASS each year. Per the publisher's guidance, a high CLASS score is 6.0 or above.



Early Childhood Assessments

Each public charter school that serves early childhood grades selects its own DC PCSB-approved assessments to use for PK – 2 students. These measures do not factor into the school's PMF score. Sela PCS uses GOLD for its PK pre-literacy and math assessments.⁴⁵ The school uses Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) for its K – 2 literacy and math assessments.⁴⁶

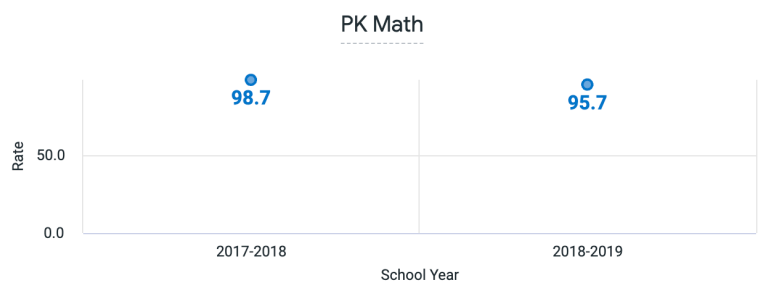
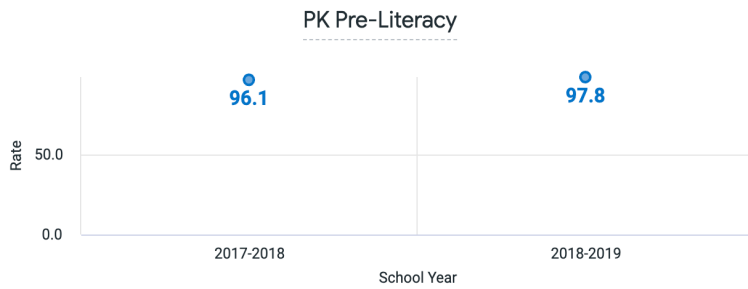
⁴³ For eligibility criteria, see the 2019 – 20 PMF Policy and Technical Guide here: <https://bit.ly/3aRYFW2>.

⁴⁴ For reference, the CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

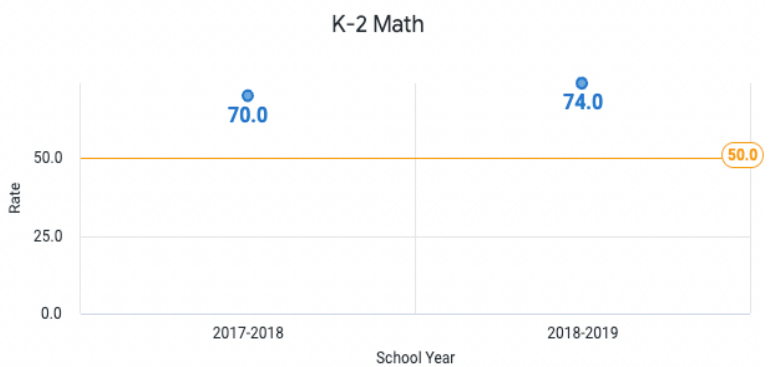
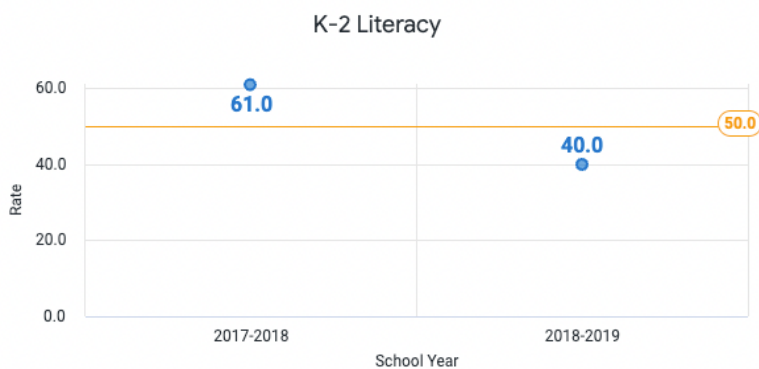
⁴⁵ For more information on the GOLD assessment, please see: <https://bit.ly/3VsfuNO>.

⁴⁶ For more information on the NWEA MAP assessment, please see: <https://bit.ly/3Fk5lx2>.

PK Pre-Literacy and Math



K – 2 Literacy and Math



Additional Academic Data

Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school is serving different student populations. The charts below show Sela PCS's SY 2018 – 19 academic data in both growth and achievement as compared to the sector average for that student group. The charts below do not include SY 2017 – 18 for growth rates because Sela PCS's PARCC and MSAA-tested population totaled 11 students, resulting in student groups with less than 10 students. The following charts do not display student group categories that were not part of the LEA's overall student population or that had less than 10 test takers in both SY 2017 – 18 and SY 2018 – 19.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band
Red or <5.0%	Less than the charter sector average for the same grade band or the data is suppressed in cases of sensitive and negative rates less than 5.0%
Blue	Equal to the charter sector average for the same grade band
Grey	n < 10; The number of test takers (n-size) is less than 10

ELA MGP Growth Rates by Student Group

School Year	2018 – 19	
Student Group	School Rate	Sector Rate
Black or African American	58.0%	48.9%
Female	65.0%	54.0%
Male	42.0%	47.0%

Math MGP Growth Rates by Student Group

School Year	2018 – 19	
Student Group	School Rate	Sector Rate
Black or African American	65.0%	47.5%
Female	71.0%	51.5%
Male	55.0%	47.0%

ELA PARCC (4+) Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	n < 10	21.8%	40.0%	25.0%
Black or African American	20.0%	28.3%	34.2%	32.6%
Female	9.5%	39.2%	42.9%	44.9%
Male	57.1%	26.7%	42.1%	30.3%
Students with Disabilities	n < 10	5.8%	16.7%	9.0%

Math PARCC (4+) Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	n < 10	21.3%	40.0%	22.6%
Black or African American	44.0%	27.4%	52.6%	28.7%
Female	33.3%	32.9%	50.0%	35.3%
Male	71.4%	29.6%	63.2%	30.7%
Students with Disabilities	n < 10	7.2%	25.0%	8.9%

Transitional Goals Data

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.⁴⁷ For schools serving K – 8 students, transitional goals data included results from a school-selected, nationally normed growth assessment. Sela PCS elected to administer NWEA MAP as its growth assessment. Transitional goals also include standard data collection, to the extent available, of PARCC (4+), ISA, and re-enrollment. If the school serves PK students, transitional goals will report PK pre-literacy and math assessment outcomes and CLASS performance. Sela PCS uses GOLD for its PK pre-literacy and math assessments. The charts below show the school's overall and student group performance on each transitional goals measure.

K – 2 ELA and Math NWEA MAP Growth Rates by Student Group

Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) ⁴⁸		
	n-size	ELA	Math
All Students	97	56.0	37.0
At-Risk	19	37.0	33.0
English Learner	n < 10	n < 10	n < 10
SWDs	13	22.0	49.0
Black or African American	58	37.0	37.5
Hispanic/Latino	10	64.5	22.0
White	26	73.5	51.5
Other Races	n < 10	n < 10	n < 10
Female	46	45.0	32.0
Male	51	66.0	42.0

3 – 8 ELA and Math NWEA MAP Growth Rates by Student Group

Student Group	2021 – 22 CGP		
	n-size	ELA	Math
All Students	52	25.0	27.0
At-Risk	11	5.0	27.0
English Learner	n < 10	n < 10	n < 10
SWDs	n < 10	n < 10	n < 10
Black or African American	37	26.0	27.0
Hispanic/Latino	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10

⁴⁷ See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>.

⁴⁸ CGP typically assesses the relative year-to-year progress made by individual students at a school. Each student's CGP is set by the publisher's norms, based on the student's initial assessment score and grade-level. A median CGP of 50 indicates that a school's students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Due to the COVID-19 pandemic, DC PCSB calculated CGP for SY 2021 – 22 using students' fall-to-spring scores.

Student Group	2021 – 22 CGP		
	n-size	ELA	Math
Other Races	n < 10	n < 10	n < 10
Female	29	26.0	27.0
Male	23	24.0	22.0

ELA and Math PARCC (4+) Proficiency Rates by Student Group

Student Group	2021 – 22 Proficiency Rates	
	ELA	Math
All Students	21.2%	22.6%
At-Risk	9.1%	<5.0%
English Learner	n < 10	n < 10
SWDs	n < 10	n < 10
Black or African American	13.2%	13.2%
Hispanic/Latino	n < 10	n < 10
White	n < 10	n < 10
Other Races	n < 10	n < 10
Female	24.1%	20.7%
Male	17.4%	25.0%

ISA

2021 – 22 ISA Rate
89.9%

Re-enrollment

2021 – 22 Re-enrollment Rate
77.2%

CLASS⁴⁹

2021 – 22 CLASS Scores		
Classroom Organization	Emotional Support	Instructional Support
6.3	6.2	2.4

PK Pre-Literacy and Math GOLD Rates⁵⁰

2021 – 22 Rates	
Pre-Literacy	Math
97.0%	96.0%

⁴⁹ As previously noted, CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

⁵⁰ At the time of the publication of this report, validated PK3-4 data by student group was not available.

Additional Context

In Spring 2021,⁵¹ in accordance with the *COVID-19 Impact Policy*, DC PCSB asked schools with mission-specific charter goals to respond to two prompts to better understand the impact of the COVID-19 pandemic on SY 2020 – 21 and schools' responses. See DC PCSB's prompts and Sela PCS's responses below.

Question 1: Briefly describe how you adjusted programming to meet the needs of your students.

Sela PCS reported the following:

Sela PCS operated simultaneous remote and in-person programs during [SY] 2020-2021. Sela PCS pivoted to offering a robust and rigorous remote program beginning in March 2020. Primarily, Sela PCS is using Zoom for lesson delivery and meetings, while using Google Classroom to provide an academic interface between teachers and students.

The OPI assessment is an interview format, so it cannot be conducted via Zoom, although there is no guarantee of ideal testing setting as students are home while being assessed.

Question 2: Briefly describe the biggest challenges your school faced this school year.

Sela PCS reported the following:

The biggest challenge faced this year was operating simultaneous remote and in-person programs to accommodate the preference of families enrolled at the school.

⁵¹ Per the *COVID-19 Impact Policy*, DC PCSB will include relevant written narrative and context from the school when SY 2020 – 21 goal data is publicly reported.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."⁵² The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Sela PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁵³

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more. Within three business days of awarding such a contract, schools must submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.

During fiscal year (FY) 2018, Sela PCS did not report any contract packages, which is unusual for an LEA of its size.

In early 2018, DC PCSB developed more robust and comprehensive oversight processes around procurement contracts. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,⁵⁴ which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with procurement contract reporting requirements.

During FY 2019, Sela PCS properly reported seven procurement contract packages. However, during the annual procurement contract reconciliation process, DC

⁵² D.C. Code § 38-1802.12(a)(3).

⁵³ Every February, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See Sela PCS's Compliance Review Reports, Appendices F1 – F5.

⁵⁴ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/3R5Mitl>.

PCSB found Sela PCS did not properly report four contract packages. After communication between DC PCSB staff and the school, Sela PCS properly submitted all relevant documentation. The school received an Early Warning Notice for failure to report contracts in a timely manner.

During FY 2020, the school properly reported six procurement contract packages. The school also received an Early Warning Notice for failure to report contracts in a timely manner. During FY 2021, the school properly reported five procurement contract packages. However, during the annual procurement contract reconciliation process, DC PCSB found Sela PCS did not properly report four contract packages. After communication between DC PCSB staff and the school, Sela PCS properly submitted all relevant documentation and has ensured compliance with DC PCSB's policy.

Currently, DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements. However, DC PCSB will continue to monitor the school's compliance and recommends the school strengthen its internal bidding and reporting processes to ensure late submission trends do not continue.

Special Education Compliance⁵⁵

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁵⁶ and Section 504 of the Rehabilitation Act of 1973.⁵⁷ As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in eight areas captured in the table below.⁵⁸

Of the seven monitored areas,⁵⁹ Sela PCS was required to take corrective action in one area during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school did not have notable instances of noncompliance in any of the monitored areas. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

⁵⁵ See OSSE's Glossary of Special Education Compliance Terms, Appendix G.

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

⁵⁷ 29 U.S.C. § 794.

⁵⁸ For a description of each review area, see the Special Education Factsheet, Appendix H.

⁵⁹ Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.

OSSE Special Education Compliance Review Areas	Sela PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	No	Not required
2. On-Site Monitoring	Yes	NA
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B transition	No	Complete
4. Child Find Monitoring	Yes	NA
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA
7. Hearing Officer Determination and State Complaint Implementation Review	Yes	NA

1. Annual Determinations

Each year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, Sela PCS received a "Needs Assistance" designation in its 2017 determination. OSSE recommended that the school seek training and technical assistance to improve overall performance. However, the LEA is not legally required to take corrective action unless it receives a "Needs Assistance" designation on two consecutive Annual Determinations, or unless otherwise directed by OSSE. Sela PCS received a "Meets Requirements" designation in its 2018 through 2020 determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	80.4%	Needs Assistance
2018	100%	Meets Requirements
2019	95.2%	Meets Requirements
2020	100%	Meets Requirements

2. On-Site Monitoring Report

OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and

related service requirements). Sela PCS has not been flagged for on-site monitoring in the last five years.

3. IDEA Procedural Timeliness

OSSE monitors schools in three areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation, Reevaluation, and Part C to B Transition Timeliness.

*Initial Evaluation*⁶⁰

An initial evaluation is a process used to assess a student to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access the general education curriculum. OSSE identified Sela PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

- July 1, 2019 – September 30, 2019
- January 1, 2020 – March 31, 2020

For comparison, across the last five years, Sela PCS performed better than 76.2% of charter LEAs, receiving a finding in two reporting periods out of the 11 applicable reporting periods.⁶¹ OSSE confirms that the school has addressed findings for SY 2019 – 20.

*Reevaluation*⁶²

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified Sela PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- October 1, 2018 – March 31, 2019
- April 1, 2019 – June 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – June 30, 2020

For comparison, across the last five years, Sela PCS performed better than 47.5% of charter LEAs, receiving a finding in five reporting periods out of the 11 applicable

⁶⁰ See Sela PCS's Initial Evaluation Reports, Appendices I1 – I2.

⁶¹ Out of the 11 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

⁶² See Sela PCS's Reevaluation Reports, Appendices J1 – J5.

reporting periods.⁶³ OSSE confirms the school has addressed SY 2018 – 19 through SY 2020 – 21 findings.

Part C to B Transition Timeliness

Part C to B Transition refers to transitioning children who receive early intervention services in IDEA Part C (birth through age two) to IDEA Part B special education services (age three to 21) by the child's third birthday. OSSE has not flagged Sela PCS for Part C to B Transition timeliness noncompliance during the review period.

4. Child Find Monitoring Report⁶⁴

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. OSSE reviewed and flagged Sela PCS for Child Find noncompliance in SY 2018 – 19 and SY 2019 – 20, as shown in the table below.

Year	Special Education Population Monitored	Percentage Identified	Corrective Action Required	Corrected?
2018	3- to 5-year-olds	3.1%	No Action Required	NA
2019	3- to 5-year-olds	3.2%	<ul style="list-style-type: none"> • Submit policy • Participate in a webinar • Receive technical assistance (TTA) 	Yes
2020	3- to 5-year-olds	5.1%	No Action Required	NA

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and the other focused on the 3- to 5-year-old special education population.

For comparison, in SY 2018 – 19 and SY 2019 – 20, OSSE flagged all charter LEAs with a 3- to 5-year-old population for an identification rate lower than the 8.5% threshold.⁶⁵ In SY 2020 – 21, OSSE flagged Sela PCS for a special education enrollment rate lower than the

⁶³ Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

⁶⁴ See Sela PCS's Child Find Focused Monitoring Report, Appendix K.

⁶⁵ As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of 3 to 5-year-old children who reside in or are wards of the District are "enrolled" in special education and related services (Part B services). For details, see: <https://bit.ly/2EnRn0o>.

8.5% threshold; however, OSSE did not require the LEA to take corrective action. While OSSE did not flag Sela PCS for its overall identification rates in SY 2018 – 19 through SY 2020 – 21, the school persists in a comparatively low identification rate for 3- to 5-year-old special education students. OSSE confirms the school completed the corrective action steps required for the SY 2019 – 20 findings.

5. Disproportionate Representation Review and Significant Discrepancy Review

Disproportionate Representation

OSSE annually reviews whether LEAs have overidentification or disproportionate representation by race and ethnicity of their identified students with disabilities. OSSE determined Sela PCS does not have disproportionate representation during the review period.

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined Sela PCS does not have significant discrepancy during the review period.

6. Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. OSSE determined Sela PCS does not have significant disproportionality during the review period.

7. Hearing Officer Determination (HOD) Implementation Review

Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against Sela PCS during the review period.

State Complaints

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the IDEA or the District's laws and regulations regarding special education. Such laws include the identification, evaluation, educational placement of

the child or the provision of a Free and Appropriate Public Education (FAPE) to such child. No state complaints have been filed against Sela PCS during the review period.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁶⁶

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁶⁷

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2017 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of Sela PCS for FY 2017 through FY 2021.⁶⁸

Summary of Findings⁶⁹

The school has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- The school demonstrated robust financial health in the five-year period between FY 2017 and FY 2021. All the school's key performance indicators in the five-year period remained above target.
- As a percentage of total operating expenses, the school spends more than the sector median on salaries and benefits, and less than the sector median on general expenses.
- Its advantageous lease terms allow the school to incur occupancy expenses below the DC facilities funding received. The school's current lease expires at fiscal year-end (FYE) 2028. To reduce the risk of losing its current space when the lease expires, the school is exploring financing options to purchase and renovate the building, as the school has the option of purchasing the building it is currently leasing by December 31, 2022.

⁶⁶ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁶⁷ See D.C. Code § 38-1802.13(b).

⁶⁸ See Sela PCS's FAR Reports, Appendices L1 – L5.

⁶⁹ See Financial Definitions and Examples, Appendix M.

- The material weakness in internal controls identified by the auditor in FY 2018 was not repeated in subsequent years, and thus considered a one-off event remediated by the school.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix M.

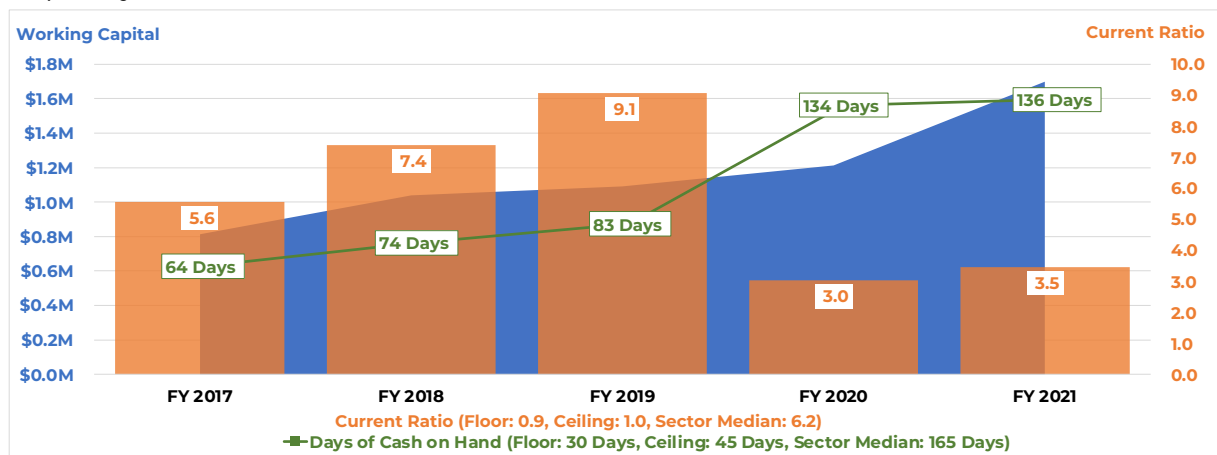
Key Metrics and Comparisons

Enrollment and Operations

As shown in the school's FY 2021 FAR,⁷⁰ the school's changes in net assets have been positive each year from FY 2017 to FY 2021 and growing each year of this five-year period between 38% and 195%. This growth was attributable mainly to its 47% enrollment increase, from FY 2017 to FY 2021, with new grade levels 3 through 5 added between FY 2017 and FY 2019. The FY 2021 12% enrollment increase, mostly in PK3, significantly contributed to the \$0.6M (13%) increase in operating revenues and \$0.6M change in net assets. From FY 2017 through FY 2021, the school's operating expenses composition generally remained consistent, with a slight decrease in direct student expenses from 12% in FY 2017 to 7% in FY 2021, and an increase in salaries and benefits from 62% in FY 2017 to 69% in FY 2021, mainly due to the decrease in food service/catering expenses during the COVID-19 pandemic. This allowed the school to invest a larger portion of its total operating expenses in its personnel. In FY 2021, the school incurred more expenses for salaries and benefits (69% of total operating expenses) and less expenses for general expenses (8% of total operating expenses) than the respective 63% and 11% sector medians.

⁷⁰ See the chart on the first page of the school's FY 2021 FAR Report, Appendix L5.

Liquidity



Days of cash on hand and the current ratio at FYE 2017 through FYE 2021 were above target. Working capital increased each year in the five-year period from FY 2017 to FY 2021, mainly due to the cash provided by operating activities and effective cost management. The current ratio decreased in FY 2020 due to the recognition of the Paycheck Protection Program (PPP) loan as a refundable advance in current liabilities at FYE 2020. In FY 2021, the current ratio showed signs of growth, associated with the \$0.6M change in net assets. The PPP loan was forgiven in FY 2022. Had the PPP loan been forgiven in FY 2021, the current ratio at FYE 2021 would have been 13.7, more than double the 6.2 sector median.

Facilities and Occupancy

The school's expenses for its facilities as a percentage of total DC facilities funding recognized from FY 2017 to FY 2021 steadily decreased from 120% in FY 2017 to 91% in FY 2021, below the FY 2021 117% sector median. The school has a lease agreement for the rental of a facility that expired in June 2022 and was extended to June 2028. Sela PCS's Facilities Committee recommended purchasing the building the school leases; the school has an option to purchase the building by December 31, 2022. Sela PCS is seeking support from a financial services firm to purchase and renovate the building. It is also working with an architect to determine the scope of renovations that could be done within its budget if the school purchases the building. In FY 2021, the school's occupancy expenses as a percentage of facilities revenues were 91%, or 26% below the sector median. The school's occupancy expenses per square foot (\$26) is also below the sector median (\$30). By incurring less occupancy costs than the sector median, more funds are available to invest in educating students.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
Net Assets	\$0.7M	\$0.8M	\$0.9M	\$1.1M	\$1.7M	NA	\$6.0M	
Operating Expenses	\$3.6M	\$4.3M	\$4.7M	\$4.7M	\$4.9M	NA	\$10.6M	
Primary Reserve Ratio (Higher is better)	0.2	0.2	0.2	0.2	0.4	>= 0.2	0.6	
Debt Ratio (Lower is better)	0.5	0.5	0.4	0.4	0.3	<= 0.5	0.4	

In the five-year period from FY 2017 to FY 2021, the primary reserve ratio demonstrated an upward trend, due to the positive changes in net assets in the five-year period coupled with effective cost management. Due to the robust operating result in FY 2021, the primary reserve ratio, which had increased at a slower rate for the past four years, increased 0.2 (46%) to 0.4. From FY 2017 to FY 2021, net assets increased by 152%, while operating expenses increased only 35%, thereby significantly improving the school's sustainability and liquidity. The debt ratio has remained low and in the target range in the five-year period between FYE 2017 and FYE 2021, mainly due to the absence of long-term debt.

Audit Findings

The school's independent auditor's reports for FY 2017 to FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. In FY 2018, the auditor noted a material weakness in internal controls over financial reporting. The auditor noted Sela PCS did not maintain support documentation for credit card transactions during the year. The school's view is that this issue was a one-time occurrence. Sela PCS established an internal control to prevent repeated instances of the internal control audit findings, including filing credit card receipts, tracking credit card purchases, and conducting monthly internal audits to review and reconcile credit card statements. DC PCSB has determined this material internal control weakness over financial reporting is not a cause for concern since it was not repeated in subsequent fiscal years.