

- Interactive instruction relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. Methods may include full class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- Experiential learning is inductive, learner centered, and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
- Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Independent study can also include learning in partnership with another individual or as part of a small group.



Formative assessments were used to support student progress and inform ongoing instruction. To capture student progress in literacy and math, Perry Street Prep partners with NWEA MAP (North West Education Association – Measures of Academic Progress) to assess student’s math and English language arts progress typically three to four times a year in grades K-8th. Assessment cycles were modeled after rigorous PARCC testing of prior school years. Additionally, students’ reading levels were assessed through the year in grades K-8 using the Fountas and Pinnell assessment system with the assistance of web-based testing through Literably. Student outcomes on these key assessments guided student interventions and supports to further improve student math and literacy skills and boost student learning.

To augment student learning in the core subjects, Perry Street Prep implements a targeted student intervention program. Students were grouped based on reading and math abilities and received targeted instruction in small groups in reading and math based on diagnosed needs. Supports were

provided by teachers, instructional coaches, and leaders throughout the school year. The program targeted all students and ensured supports were tailored to meet individual student needs rather than focusing on a select group of kids. Consequently, emphasis is placed on ensuring that all students improve academic skills.

Early Learning Matters—AppleTree Partnership

Perry Street Prep continued its partnership with AppleTree, to ensure that our young learners are engaged and prepared for school age success. Perry Street Prep has partnered with AppleTree Institute—which has a documented history of effectively implementing evidence based early learning programs with substantiated progress of student achievement—since 2015 to operate four PreK3 and PreK4 classrooms. AppleTree early learners participate in a comprehensive preschool instructional model, Every Child Ready (ECR), developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.



The Every Child Ready Math curriculum-based measure (ECRM) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECRM assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs.

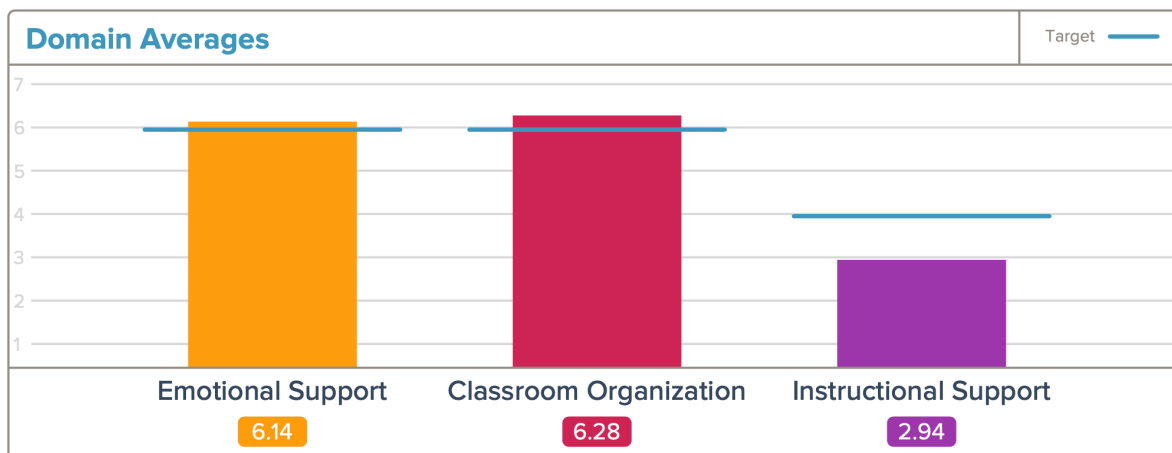
The ECR Language and Literacy (ECRLL) assessment measures students' progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension.



The Classroom Assessment Scoring System (CLASS) is an observation instrument designed at the University of Virginia and used to measure quality of learning in early childhood classrooms across the country. OSSE adopted CLASS as a classroom quality measure for Pre-K programs in 2015. OSSE early childhood experts conduct the CLASS observation once a year. Classrooms are scored on three domains: emotional support, classroom organization, and instructional support. OSSE sets different floors and targets for each scoring rubric based on the domain. PSP CLASS scores for 2021-2022 observations are included in Table I below.

Overall Program Averages

Emotional Support				Classroom Organization			Instructional Support		
6.14				6.28			2.94		
PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM
6.54	1.08	6.08	5.00	6.46	6.62	5.75	2.50	3.04	3.29



Engaging our Students' Minds and Bodies—Before, During and After School

Perry Street Prep is open to students from 6:30 am – 6:00 pm, and beyond some nights. Our goal is to ensure that we provide enriching activities—learning, social, athletic, and wrap-around support activities—to engage students' minds and bodies before, during, and after school.

In SY 2021-2022 PSP expanded this programming significantly serving the student body outside of school times through the support of 21st Century Community Learning Center funding. Students participated in extended day tutoring, peer mentoring, performing arts, cheer, dance, photography, music production, art and special interest clubs including cooking and reading. Providing meaningful activities free of charge to students and families beyond the traditional school day has given our students access to enrichment opportunities that support academic and social emotional learning continuously.

2. Parent Involvement Efforts -- Building Relationships with Families

PSP is meeting parent relationship aspect of its school mission with Perry Street Prep's parent engagement commitment that encourages participation, communication, and collaboration between parents, staff, students, and community members. In the 2021-2022 parents worked in partnership with PSP to get students back into the building for full in person learning again. Building effective relationships and working as a team to get students learning and trusting that our school environment was a safe place during the ongoing pandemic was the greatest success of the year.

The research is clear that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels. The goal of the parent engagement at PSP is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.

To achieve this goal, during the 2021-2022 school year, Perry Street Prep:

- Continued partnerships through PSP's 21st Century Community Learning Center that allowed for additional parent education opportunities, home visits and supports for families struggling with regular school attendance.
- Held an annual stake holder conversation at Back to School night ensuring families are up to date on Title I programs, curriculum, assessments and other school policies and their input is included in schoolwide planning.
- Continued to update and expand the Parent Resource Room which provides a space for families to retrieve necessary resources (food, clothing, school uniforms, supplies, toiletries) and utilize a computer and printer to ensure families can print documents, email teachers, and meet personal needs like applying for jobs, housing or research. This opportunity was a direct response to the feedback received from families about how they



wanted to be supported by the school in different ways. Much of this support was made possible through community partnerships including the Capital City Food Bank and the Maryland chapter of the Daughter's of the American Revolution.

- Provided after-hour Parent-Teacher Conferences where report cards were disseminated, and assessment data was reviewed to best meet the needs of all family schedules.
- Shared monthly newsletters, sent to each parent's email address and phone numbers and posted on Class Dojo, highlighting key events and providing information on the ways in which Perry Street Prep continues to strengthen our educational program and opportunities to engage families.
- Surveyed parents on a regular basis to gain feedback about student progress, needed programming and areas of success and concern for the school.

Perry Street Prep offers numerous opportunities for parental involvement in academics and well as social activities when safe and appropriate, which are aligned with the school's mission and related to raising student achievement. These opportunities include providing support in the classroom and on field trips as well as helping to recruit students and families and providing outreach to and connection with community partners.



II. School Performance

1. Performance and Progress Overview

Our mission ensures that PSP remains focused on enabling our diverse students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process. This two-fold

mission of student success and parent partnership is being met through intensive individualized focus on student achievement in coordination with families. Pursuing success for all students with keen attention to disaggregated subgroup data allows for meaningful collaboration with parents and intentional intervention focus.

Goals and Academic Achievement Expectations – Met

Perry Street Prep adopted the Public Charter School Board’s (PCSB’s) Performance Management Framework (PMF) as the school’s charter goals, with modifications. In addition to the PMF, Perry Street Prep has adopted one other mission specific goal, which was met in SY 2021-2022, as is indicated in the table below.

Goal	Met/Not Met	Evidence
The School Corporation will remain compliant with PCSB’s attendance and discipline data submission policy as evidenced by the absence of any notices of concern in these areas.	Met	Perry Street Prep did not receive any notices of concern with regard to the submission of attendance and discipline data during SY 20-21.

We have continued to focus on several key initiatives in and out of the classroom in order to strengthen student academic performance:

- Strengthening our college preparatory curriculum—adding new resources and supports; better aligning the curriculum to Common Core and PARCC expectations of rigor; and, implementing intervention groups in grades K-8 to meet students’ individual learning needs.
- Improving supports and services to nurture each student’s social, cultural, and physical development—hosting community meetings; providing weekly structured social emotional learning through schoolwide implementation of Second Step; strengthening connections with families and community partners; engaging parents in formal and informal interactions with teachers and leaders.
- Consistently setting clear school culture expectations for students and staff year after year—building on the ongoing success of implementing an updated PBIS (positive behavior interventions and supports) system in SY 2016-17 with Class Dojo; continuing to create schoolwide rewards and incentives for students; and providing classroom management support to teachers and strong communication between parents and school.
- Updating curriculum resources and supports and training teachers—throughout the year, Perry Street Prep teachers learned new systems and techniques to support instruction and practiced adapting and using new curriculum resources in the classroom during weekly professional development sessions.
- Year after year coaching support to all teachers increasing capacity—Perry Street Prep teachers benefitted from weekly hands-on coaching, where they received direct, one-on-one support for improving instructional practice.
- Building a robust continuum of services for students at all achievement levels including access to Accelerated curriculums in 6th – 8th grade in math and ELA.

B. Unique Accomplishments

Reopening

Perry Street Prep was laser focused on supporting our students as best as possible during the reopening and return to full time in person learning. Perry Street Prep implemented a vaccine mandate for all staff as of August 2021 to best ensure good health outcomes and prepare for as little disruption to teaching and learning as possible due to sickness and quarantines. Perry Street Prep PCS case management remote learning model provided every student with a home computer and school computer ensuring each student was prepared for a pivot to continue instruction remotely when they were impacted by sickness, quarantine or isolation requirements. PSP's engagement team consisting of school administrators, clinicians, the covid coordinator, student support teachers serving as case managers worked daily to engage and support families who were continuing to be impacted by the pandemic.

Zero Suspensions and Expulsions

With a keen focus on academic achievement and growth, Perry Street Prep intentionally increased instructional time for every student ensuring consistent access to education as a non-negotiable. PSP reports a third consecutive year without any suspensions or expulsions. This was achieved with an ongoing focus on analyzing root and proximate causes of disruptive behaviors/incidents and alternative options for restoration. During SY21-22, behavior expectations were more difficult to meet than in prior years after such a long period of disengagement from full time in person school. Implementation of No Nonsense Nurture techniques and restorative practices allowed students to stay in school, reset, and learn from disruptions and dysregulated behavior as often as possible.

English Language Acquisition

Perry Street Prep PCS had the greatest gains in SY21-22 than ever before in the number of students exiting the EL program based with highly proficient ACCESS testing scores. Intensive learning supports by veteran ELL teachers produced significant jumps in student achievement with 15% of EL students transitioning into monitoring status for SY22-23.

C. List of Donors

Donor	Description	Amount
Cynthia G Brown	Contribution	\$1,000.00
Ballard Spahr, LLP	In Kind Services	\$3,057.50
CityTutor	High Impact Tutor Grant	\$55,000.00
Fidelity Charity Donor		\$1000.00

III. Data Report

Perry Street Prep PCS

SY 2021-2022 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Perry Street Preparatory PCS
PCSB	Campus Name: Perry Street Preparatory PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 449

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	39	45	43	37	53	32	49	38	38
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	36	39	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0%
PCSB	In-Seat Attendance: 87.2%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 3.1% (14 students) *
PCSB	Midyear Entries: 2.2% (10 students) *
PCSB	Promotion Rate (LEA): 100%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 2%
School	<p>Number of Teachers: 40</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$ 73,535</p> <p>2. Range: Minimum: \$ 57,439 Maximum: \$ 107,500</p> <p>Executive Compensation</p> <p>Salaries (Including Bonuses) of the five most highly -compensated individuals in the organization, if over \$100,000, for the SY21-22.</p> <p>Administrator: \$160,000</p> <p>Administrator: \$160,000</p> <p>Teacher: \$107,500</p> <p>Teacher: \$106,100</p> <p>Administrator: \$106,100</p>

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendix A: Perry Street Prep Staff Roster

Last Name	First Name	Responsibilities	Qualifications
Alston	Jamal	Dedicated Aide	Diploma
Atkins	Daisha	Teacher	MA
Artis	Eulyssa	SPED Teacher	MS
Banks	David	Teacher	MS
Baumgold	Naomi	Teacher	BA
Bell	Cheryl	Student Information Manager	BS
Bean	Wayneisha	SPED Teacher	MS
Bingham	Susanne	HR Manager	MS
Brantley	Antoine	Dedicated Aide	Diploma
Brooks	Brianna	Teacher	BS
Cagney	Lauren	Teacher	MT
Canola	Tirsa	ELL Specialist	BA
Cave	Felicia	Teacher	MEd
Coale	William	School Counselor	MA
Coleman	Niyesha	Teacher	BS
Crouch	Rachel	Principal	MS
DeFilippis	Nicole	SPED Teacher	BA
Destine	Camara	Teacher	BA
Dyson	Thea	SPED Teacher	MEd
Elliott	Erin	Teacher	JD
Ford	Brittany	Teacher	BS
Greatheart	Omar	Instructional Aide	Diploma
Green	Cey Cey	Student Support Teacher	MA
Gueory	Rhonda	Office Manager	Diploma
Golden	Reginald	Teacher	MA
Harris	Kymberly	SPED Coordinator	MA
Hampton	Lauren	Teacher	MA
Horne	Tanaja	SPED Teacher	MA
Jeanty	Verola	Teacher	MA
Jennings	Nicole	Student Support Teacher	MA
Johnson	Kisha	SPED Teacher	BS
Keats	Blake	Teacher	MA
Knight	Ashley	Teacher	BS
Knight	Kenita	Instructional Aide	AA
Lewis	Jessica	Teacher	BA
McCaskill	Danielle	Teacher	MA

Last Name	First Name	Responsibilities	Qualifications
Moye	Cherrie	Teacher	MEd
Murphy	Brandy	Teacher	BA
Nickens	Desiree	Teacher	BS
Newby	Kirsten	Teacher	BA
Oliver	Nalini	Teacher	BS
Parker	Unique	Teacher	BA
Perry	Valencia	Instructional Aide	Diploma
Pyne	Melanie	Teacher	MA
Robinson	Ashley	Teacher	BA
Sellers	Wallace	Assistant Principal	MA
Seagears	Raquel	Teacher	BA
Short	Michele	Operations Associate	Diploma
Smith	Kelly	Director of Operations	MEd
Aaron	Stone	SPED Teacher	BS
Thomas	Tiana	Teacher	MEd
Valant	Ivy	Assistant Principal	BA
Ward	Raya	Teacher	BA
Williams	Laura	Teacher	BA
Williams	Tara	Teacher	MS
Waskow	Allison	Teacher	BA

Appendix B: Board of Trustees Roster

Perry Street Preparatory Public Charter School 2021-2022 Board of Trustees

Cynthia (Cindy) Brown, Board Chair
DC Resident
Appointed 1998

Consuelo Nelson, Vice Chair
Not DC Resident
Appointed 2015

Harold Bardonille, Treasurer
DC Resident
Appointed 2012

Vinette E. Brown, Secretary
DC Resident
Appointed 2010

Darwin K. Bagley, Parent Member
DC Resident
Appointed 2014

Sydney Peyton, Board Member
Not DC Resident
Appointed 2020

Martinique Martin, Board Member
DC Resident
Appointed 2018

Katherine Noonan, Board Member
Not DC Resident
Appointed 2015

Catherine Randall, Parent Member
DC Resident
Appointed 2018

Bruce Newby, Board Member
DC Resident
Appointed 2019

Sharon Allen, Parent Member
DC Resident
Appointed 2020

Melissa Lazarin, Board Member
DC Resident
Appointed 2021

PERRY STREET PREP PCS

Profit and Loss
July 2021 - June 2022

	TOTAL
Income	
04 State and Local Income	
400 Per-Pupil Operating Income	8,188,830.00
410 Per-Pupil Facility Income	1,523,376.00
4200 Local grants	88,086.99
4210 Local programs	24,949.95
Total 04 State and Local Income	9,825,242.94
05 Federal Income	
500 Federal Grants Income	2,848,900.86
510 Federal Program Income	736,684.41
Total 05 Federal Income	3,585,585.27
06 Private Income	
620 Private Contributions	57,000.00
640 School Sales	6,206.58
650 Additional Income	434,514.41
670 Donated Income	3,057.50
Total 06 Private Income	500,778.49
Total Income	\$13,911,606.70
GROSS PROFIT	\$13,911,606.70
Expenses	
07 Staff-Related Expense	6,785,262.61
08 Occupancy Expense	1,236,073.16
09 Additional Expense	
900 Direct Student Expense	1,930,329.43
910 Office Expense	170,722.81
920 Business Expense	2,005,753.43
930 Dues, Fees & Losses	31,094.97
Total 09 Additional Expense	4,137,900.64
11000 Operating asset depreciation	207,030.42
11010 Facility asset amortization & depreciation	830,748.21
12 Interest	56,500.32
9900 Unforeseen Expenses	0.00
Total Expenses	\$13,253,515.36
NET OPERATING INCOME	\$658,091.34
NET INCOME	\$658,091.34

Balance Sheet
As of June 30, 2022

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	\$12,170,201.33
Accounts Receivable	\$1,992,873.68
Other Current Assets	\$941,731.85
Total Current Assets	\$15,104,806.86
Fixed Assets	\$11,784,449.26
TOTAL ASSETS	\$26,889,256.12
LIABILITIES AND EQUITY	
Liabilities	\$16,911,772.33
Equity	\$9,977,483.79
TOTAL LIABILITIES AND EQUITY	\$26,889,256.12

Appendix D: Approved 2022-2023 Budget

FY23 Budget		
Perry Street Prep		
SY22-23		
Revenue		
	General Education, DC Funding Allocation	6,667,520
	Categorical Enhancements, DC Funding Allocation	2,462,670
	Facilities Allowance, DC Funding Allocation	1,704,119
	Federal Entitlements and Other Federal Funds	1,135,367
	State Grants	762,503
	Private Grants	2,000
	Other Income	392,541
	Revenue Total	13,126,720
Expenses		
	Principal/Executive Salary	368,191
	Teachers Salaries	3,754,825
	Special Education Salaries	1,210,715
	Other Education Professionals Salaries	689,477
	Business/Operations Salaries	479,490
	Employee Benefits and Payroll Taxes	1,191,077
	Educational Supplies and Textbooks	378,444
	Student Assessment Materials/Program Evaluation	36,712
	Contracted Student Services	830,843
	Food Service	384,779
	Other Direct Student Expense	119,500
	Rent	262,212
	Depreciation and Amortization, Facility	987,776
	Other Occupancy Expenses	919,898
	Depreciation and Amortization, Non-Facility	214,909
	Other General Expenses	837,830
	Expenses Total	12,666,677
NET ORDINARY INCOME		460,043
TOTAL EXPENSES		12,666,677
NET INCOME		460,043
Cash Flow Adjustments		
	Add Depreciation	1,146,186
	Operating Fixed Assets	(200,000)
	Other Operating Activities	615,287
	Facilities Project Adjustments	(1,503,661)
	Cash Flow Adjustments Total	57,813
CHANGE IN CASH		517,856
Starting Cash Balance		3,385,359
Change In Cash		517,856
ENDING CASH BALANCE		3,903,215