

**2017-18  
Twenty-Year Charter Review  
Report**

**Maya Angelou  
Public Charter School**

**February 26, 2018**

DC Public Charter School Board  
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## **KEY FINDINGS AND BOARD VOTE**

The DC Public Charter School Board (DC PCSB) staff conducted a 20-year charter review of Maya Angelou Public Charter School (Maya Angelou PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*<sup>1</sup>

Maya Angelou PCS has two campuses – the Young Adult Learning Center (YALC) and the High School. Out of six goals, Maya Angelou PCS – YALC met three goals, substantially met one goal, and did not meet two goals. Out of nine goals, Maya PCS – High School substantially met six goals, and did not meet three goals.

DC PCSB staff has also determined that the school has not committed a material violation of law or of its charter. However, the Office of the State Superintendent (OSSE) has documented numerous instances where the school’s compliance with federal requirements concerning education of students with disabilities has fallen short. And the school received both a Notice of Concern and a Charter Warning for failing multiple times to provide compliant answers about enrollment for students with disabilities during DC PCSB’s “Mystery Shopper” calls.

DC PCSB staff has determined that the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable. However, the school has declining enrollment, net asset losses, and a history of accounting deficiencies documented in the school’s audits.

Based on these findings, the DC PCSB Board voted 7 – 0 on February 26, 2018 to continue the school’s charter with the following conditions:

1. Maya Angelou PCS and DC PCSB execute a charter amendment by March 12, 2018, that provides for the following:
  - The Maya Angelou PCS Young Adult Learning Center campus must meet at least 50% of its goals and student academic achievement expectations in each of the following school years: 2017-18, 2018-19, 2019-20, and 2020-21.
  - The Maya Angelou PCS High School campus must meet at least 50% of its goals and student academic achievement expectations in each of the following school years: 2017-18, 2018-19, 2019-20, and 2020-21.
  - If either the Maya Angelou PCS Young Adult Learning Center campus or the Maya Angelou PCS High School campus fails to meet at least 50% of its goals, and the Maya Angelou PCS Board does not submit to DC PCSB, by

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<sup>1</sup> D.C. Code § 38-1802.12(a)(3).

December 1 of the year the school receives notice it failed to meet the 50% target, a written notice of its intent to close that campus at the end of the school year, the DC PCSB Board will initiate revocation of the charter.

2. To address previously identified noncompliance with federal requirements of the Individuals with Disabilities Education Act (IDEA), Part B, Maya Angelou PCS must develop a corrective action plan that addresses identified areas of noncompliance in its FFY 2014 Annual Determination. The corrective action plan must also include due dates for submission of proposed evidence demonstrating completion of the components of the corrective action plan. The plan must be submitted for approval to the school's OSSE LEA monitor by March 30, 2018. The corrective action plan must reflect that all corrective actions will be completed by no later than June 29, 2018. DC PCSB will confirm with OSSE to ensure that Maya Angelou PCS has implemented this corrective action plan to OSSE's approval.<sup>2</sup> DC PCSB also recommends that Maya Angelou PCS staff obtain training and technical assistance support in improving compliance related to reevaluation timeliness and secondary transition requirements.

Additionally, DC PCSB reserves the right to conduct an out-of-cycle review should the school continue to fail to meet many of its charter goals. Per DC PCSB policy, such a review would be automatically triggered if the YALC receives a "Tier 3" rating on the PMF in three out of five years.

## **CHARTER REVIEW STANDARD**

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>3</sup> As part of this review, DC PCSB must determine whether:

- (1) The school committed a material 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; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>4</sup>

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion,

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<sup>2</sup> Failure to timely comply with this condition will result in the DC PCSB Board issuing the school a Notice of Concern, which will not be lifted until the condition has been satisfied. Schools under a Notice of Concern are deemed not in good standing pursuant to DC PCSB policy.

<sup>3</sup> D.C. Code § 38-1802.12(a)(3).

<sup>4</sup> D.C. Code § 38-1802.12(c).

grant the school a conditional continuance, or revoke the school's charter. 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 non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>5</sup>

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School Overview**

Maya Angelou PCS began operating in 1998 under the authority of DC PCSB. The school's mission is:

To create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional school settings, can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills that they need to build rewarding lives and promote positive change.<sup>6</sup>

The school is a subsidiary nonprofit corporation of The See Forever Foundation (See Forever), a nonprofit corporation founded in 1995 to "provide opportunities for neglected boys and girls coming out of the juvenile justice system...."<sup>7</sup> See Forever donates private funds to Maya Angelou PCS and provides the school with central office support.<sup>8</sup> Since opening, Maya Angelou PCS has self-identified as an alternative education program. In 2006, the DC Office of the State Superintendent of Education (OSSE) designated Maya Angelou PCS as an alternative education program.<sup>9</sup> In April 2012, DC PCSB determined that Maya Angelou PCS serves a "substantially different" population and removed its tier designation on the PMF. Upon the completion of the Alternative Accountability Framework (AAF), the high school entered the framework for SY 2015-16.<sup>10</sup> The Young Adult Learning Center opened in 2012 and offers adult education programming to students 17-24.

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<sup>5</sup> D.C. Code § 38-1802.13(b).

<sup>6</sup> See Maya Angelou PCS charter renewal agreement, p. 2, attached to this report as Appendix A.

<sup>7</sup> Please see See Forever Foundation and Subsidiary Consolidated Financial Report, p. 5 (June 30, 2012), attached to this report as Appendix B.

<sup>8</sup> See Forever also established and manages the Maya Angelou Academy at the New Beginnings Youth Development Center, DC's secure facility for youth adjudicated as delinquent and committed to the DC Department of Youth Rehabilitation. The Maya Angelou Academy is not a public charter school nor affiliated with Maya Angelou Public Charter School and is not under the authority of DC PCSB.

<sup>9</sup> OSSE's requirements for being designated as an alternative program have changed over the years. The current requirement is that 60% of a school's students must possess at least one of the following criteria: (a) under court supervision; (b) on suspension from a DCPS or another DC charter school; (c) chronically truant from a DCPS or DC charter school; and (d) expelled from a DCPS or DC charter school.

<sup>10</sup> To qualify as a school assessed according to DC PCSB's Alternative Accountability Framework, a school must meet the following criteria: (a) at least 60% of the school's students have qualifying risk factors; (b) the school's mission expresses a desire to serve at-risk and/or high-level special education students; and (3) the school serves grades within the traditional PK-12 system, with students working toward earning a DC high

As described in its charter application,<sup>11</sup> the school's original target population was students who have been involved in the juvenile justice system. Since that time, Maya Angelou PCS expanded its focus to serve "opportunity youth," which it describes as "youth who have disengaged from school and work and need meaningful opportunities to reconnect them to bountiful futures." Maya Angelou PCS amended its mission in its renewed charter to reflect this expanded focus.

Maya Angelou PCS offers a residential program to select students. The residential program provides single sex homes (two male, three female) to students who benefit from the stability of a safe, supportive, and structured environment. Each home is staffed by a residential counselor. During the 2017-18 school year, 31 students are participating in this program.

### **School History**

From 1998 to 2004, Maya Angelou PCS operated one high school campus, located in the Shaw neighborhood, and in 2004, Maya Angelou PCS opened another high school campus in a DCPS facility located in Ward 7 that had formerly housed Evans Middle School. At the end of school year (SY) 2010-11, Maya Angelou PCS consolidated its two high school campuses and moved to the Evans facility. In SY 2015-16, Maya Angelou PCS introduced a blended learning program at its high school campus.

Also in 2006, Maya Angelou PCS submitted an application to amend its charter to operate a middle school, which the DC PCSB Board conditionally approved.<sup>12</sup> After fulfilling the conditions, Maya Angelou PCS – Evans Middle School opened in fall 2007. However, the school struggled academically, and in 2013, Maya Angelou PCS's board of trustees voted to close the school's middle school campus.<sup>13</sup>

In 2010, the DC PCSB Board voted to grant a charter amendment to Maya Angelou PCS to establish a Young Adult Learning Center (YALC), which opened in fall 2012.<sup>14</sup> Maya Angelou PCS describes its adult program as "provid[ing] academic and workforce development to older youth/young adults, ages 17-24, who do not have a high school credential, and particularly those transitioning from incarceration."<sup>15</sup> Maya Angelou PCS

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school diploma or meeting DC high school graduation requirements, or serves students ages 3-24 in an ungraded program where students earn certificates of IEP completion.

<sup>11</sup> Please see Maya Angelou PCS charter application attached as Appendix C.

<sup>12</sup> See letter from Thomas Nida, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, December 27, 2006, attached to this report as Appendix D.

<sup>13</sup> See Maya Angelou PCS renewal application, p. 3, attached to this report as Appendix E.

<sup>14</sup> See letter from Brian Jones, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, July 2010, attached to this report as Appendix F.

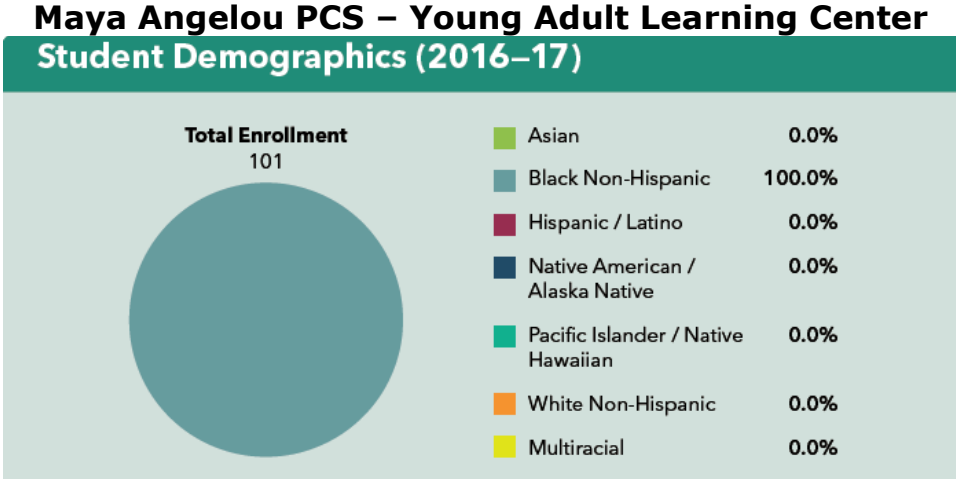
<sup>15</sup> <http://www.seeforever.org/maya-angelou-public-charter-schools/young-adult-learning-center/>.

adult students work toward attaining their GED and can also pursue vocational certifications and participate in work programs.

**School Enrollment Trends and Demographics**

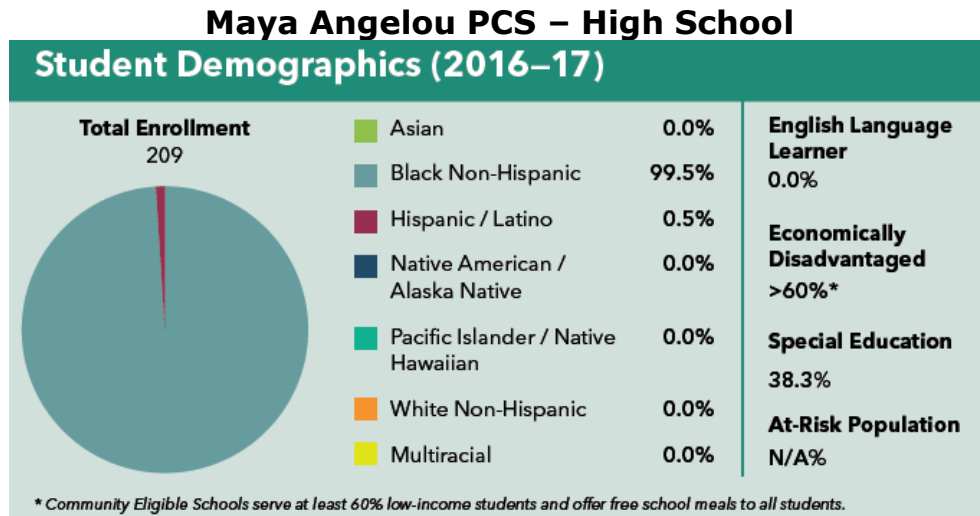
The tables below show the most recent demographic snapshot and the last five enrollment audit totals for Maya Angelou Public Charter School. Both its high school and adult program have experienced declining Fall enrollments over the past five years, though the adult program has seen an uptick in school year 2017-18. Additionally, both programs have also failed to achieve their enrollment projections, the adult program since 2015-16 and the high school since 2014-15. In 2017-18 the overall LEA had 320 enrolled students at the October count, with an enrollment ceiling of 550.

Maya Angelou PCS is an alternative program. The majority of students are overage and under-credited, receive special education services at level 3 or 4, have been involved in the Child and Family Services Administration, or the criminal justice system. Maya Angelou PCS – High School also serves a high rate of special education students. In SY 2016-17, 36.4% of Maya Angelou PCS high school students were identified as eligible for special education services. Maya Angelou PCS – YALC’s student body is 100% African American. At the high school, African Americans make up 99.5% of the student population and all counted as Economically Disadvantaged.<sup>16</sup>



<sup>16</sup> In DC, a student is considered economically disadvantaged if they possess one of the following characteristics at any point during the school year: (1) receives free or reduced-price lunch; (2) attends a school where the entire student population receives a free or reduced-price lunch based on community eligibility; (3) receives TANF or SNAP benefits; (4) experiences homelessness; and/or (5) is under the care of the Child and Family Services Agency. A student is considered at-risk if they possess one of the following characteristics at any point during the school year: (1) receives TANF or SNAP benefits; (2) experiences homelessness; (3) is under the care of the Child and Family Services Agency; and (4) for high school students, is more than at least one year older than the appropriate age for their grade.

<b>Student Enrollment Maya Angelou PCS - Young Adult Learning Center</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Number of Students</b>	82	149	147	136	101	136 <sup>17</sup>
<b>Enrollment Projections</b>	60	150	150	150	135	150



<b>Student UPSFF Enrollment Maya Angelou PCS – High School</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Grade 9</b>	78					
<b>Grade 10</b>	75					
<b>Grade 11</b>	86					
<b>Grade 12</b>	59					
<b>Adult</b>						
<b>Alternative</b>		296	253	225	209	170
<b>Total number of students</b>	298	296	252	225	209	170 <sup>18</sup>
<b>Enrollment Projections</b>	300	300	300	300	250	220

**Performance Management Framework (PMF) Outcomes**

In June 2016, the DC PCSB Board voted to designate the high school as an alternative education program for accountability purposes because 67.3% of Maya Angelou PCS –

<sup>17</sup> Based on OSSE’s October 2017 unaudited enrollment count.

<sup>18</sup> Based on OSSE’s October 2017 unaudited enrollment count.



High School students were eligible for one or more of the risk factors associated with DC PCSB’s Alternative Accountability Framework (AAF) policy.<sup>19</sup> Maya Angelou PCS received its first AAF School Quality Report in SY 2015-16. The AAF does not produce scores or tiers but displays the school’s progress the school’s goals and student academic achievement expectations as set forth in its charter.

In October 2012, prior to the completion of the AAF, the DC PCSB Board voted not to assign Maya Angelou PCS – High School a tier on the PMF, but to create a school quality report using the High School PMF measures. Untiered High School PMF School Reports were published in SYs 2012-13, 2013-14, and 2014-15.<sup>20</sup> Maya Angelou PCS received its first AAF School Quality Report in SY 2015-16 and DC PCSB stopped producing untiered HS PMF reports for the school.

DC PCSB produces a School Quality Report for Maya Angelou PCS – Young Adult Learning Center using Adult Education Performance Management Framework (AE PMF). In SYs 2014-15 and 2015-16, the Young Adult Learning Center had low outcomes on the Adult PMF, resulting in two years of Tier 3 status. The school has since improved, earning Tier 2 status on its 2016-17 PMF, with particularly strong results in employment outcomes as well as the percentage of students obtaining a secondary credential and passing GED subject tests.

<b>Maya Angelou PCS - PMF Outcomes</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>High School</b>	13.6% no tier	13.7% no tier	No PMF score or tiers due to change in state assessment	Alternative Accountability Framework  Met 5 out of 9 goals.	Alternative Accountability Framework  Met 6 out of 9 goals.
<b>Young Adult Learning Center</b>	AE PMF pilot; no scores or tiers issued	AE PMF’s first year; no scores or tiers issued	<b>Tier 3</b> Student Progress: 56.3% Student Achievement: 73.7% College and Career Readiness: 28.8% Leading indicators: 21.0%	<b>Tier 3</b> Student Progress: 34.7% Student Achievement: 71.4% College and Career Readiness: 39.1% Leading Indicators: 56.9%	<b>Tier 2</b> Student Progress: 46.4% Student Achievement: 81.4% College and Career Readiness: 94.8% Leading Indicators: 25.6%

**Communication with the School**

DC PCSB staff and Board members have discussed performance with the school several times over the past three years.

<sup>19</sup> See June 20, 2016 DC PCSB board memorandum, attached to this report as Appendix G.  
<sup>20</sup> See DC PCSB October 2012 meeting minutes, attached to this report as Appendix H.

DC PCSB met with Maya Angelou PCS on July 30, 2014.<sup>21</sup> During this meeting, we discussed the school's poor Qualitative Site Review (QSR) results, progress with school improvement, and Maya Angelou PCS's request to make additional amendments to the AAF policy passed by our Board. DC PCSB amended the risk factors of the AAF policy to include involvement with the child abuse and neglect system, parental incarceration, and hospitalization for psychiatric condition in May of 2016.

DC PCSB staff and Board members also met with the school on March 18, 2015 at which time we discussed their continued lack of progress on overall school improvements and implementation of the school action plan, which was developed as a condition of renewal; poor QSR results (for a different QSR than the one mentioned above) showing a lack of positive learning culture; charter goals; staffing changes; high truancy and in-seat attendance rates at both the High School and the Young Adult Learning Center; suspension rates among the highest in the charter sector; the Young Adult Learning Center's high attrition rate; and the status of Maya Angelou PCS's AAF eligibility. Most recently, DC PCSB met with the school on June 13, 2016. The focus of our discussion was the status of Maya Angelou PCS's action plan, charter goals, QSRs, mid-year withdrawal, staffing changes, and the school's enrollment practices.

On March 15, 2017, DC PCSB staff met with Maya Angelou PCS to discuss the 20-year review process and data needs. DC PCSB and school leaders also had multiple subsequent meetings to finalize the business rules and validate data for the review report.

### **Notices of Concern and Charter Warning**

Maya Angelou PCS has received three notices of concern for this 5-year review period. Two in the first two years related to the high school's truancy rate exceeding the 25% threshold established by DC PCSB's Truancy Policy.<sup>22</sup>

- In March 2014, a Notice of Concern was issued in response to the school's 42% truancy rate and was subsequently lifted by the DC PCSB Board in May 2014 based on improved attendance rates and increased efforts by the school to address attendance issues.
- In February 2015, a second Notice of Concern was issued based on the school's 46.2% truancy rate. This Notice of Concern was lifted in July 2016, not due to improvements but due to DC PCSB's policy to lift such Notices of Concern at the beginning of a new school year.

The DC PCSB's Truancy policy later changed to have a ceiling of 45% for alternative schools and since then Maya Angelou PCS has not received a truancy notice.

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<sup>21</sup> Please see Appendix I for invitation and follow up letters related to meetings with the school.

<sup>22</sup> See DC PCSB May 16, 2016 board memorandum, attached to this report as Appendix J.

The third notice was in SY 2015-16 and related to the DC PCSB Mystery Caller Policy. In March 2016, the DC PCSB Board voted to issue a third Notice of Concern to Maya Angelou PCS - High School for violating DC PCSB's Mystery Caller Policy, through which DC PCSB monitors whether schools are adhering to DC's open enrollment laws.<sup>23</sup> The school was found to be providing potential hurdles to students with disabilities from applying to the school. In May 2016, the DC PCSB Board issued a Charter Warning to the school for again violating the Mystery Caller Policy. This Charter Warning was lifted by the DC PCSB Board in September 2016 after the school brought itself into compliance in this area.

### **Prior Charter Reviews and Renewal**

DC PCSB conducted a five-year review of Maya Angelou PCS in 2004 and a ten-year review in 2009. For both of these reviews, the school was initially conditionally continued, with conditions imposed based on low academic performance, and later fully continued. DC PCSB conditionally renewed the school's charter in 2013; conditions were again imposed based on the school's low academic outcomes.

#### **Five-Year Review**

In February 2004, DC PCSB conducted a five-year review of Maya Angelou PCS and determined that the school failed to meet 5 of its 7 academic targets.<sup>24</sup> Based on this review, the DC PCSB Board issued a Notice of Conditional Continuance, which required the school to fulfill five conditions.<sup>25</sup> Three of the conditions were related to a finding that the school did not adequately track data and document its enrollment and discipline processes. The other two conditions were related to the school developing appropriate assessments for its students. DC PCSB noted that Maya Angelou PCS "serves a student population for which the traditional methods of assessment, such as the SAT-9, may not serve as the best measurements to document student academic achievement. Currently the school has no internal assessments to document student progress in academics."<sup>26</sup> In September 2004, the DC PCSB Board lifted this notice and granted the school full continuance, finding that it had met all of the required conditions.<sup>27</sup>

#### **Ten-Year Review**

In 2009 DC PCSB conducted a ten-year review of Maya Angelou PCS and determined that the school had met the required nonacademic, governance, compliance, and financial

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<sup>23</sup> See DC PCSB Board memorandum to Lift Charter Warning for Violation of Mystery Caller Policy, September 19, 2016, attached to this report as Appendix K.

<sup>24</sup> See Maya Angelou PCS five-year review, attached to this report as Appendix L.

<sup>25</sup> See letter from Thomas Loughlin, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, February 11, 2004, attached to this report as Appendix M.

<sup>26</sup> See letter from Thomas Loughlin, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, February 11, 2004, attached to this report as Appendix N.

<sup>27</sup> See letter from Thomas Loughlin, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, September 23, 2004, attached to this report as Appendix O.

standards, but had not met the academic performance standards. Based on this review, the DC PCSB Board voted to conditionally continue the school for a period of one year and required it to fulfill conditions related to improving its data collection, curriculum, and professional development.<sup>28</sup> In 2010, the DC PCSB Board found that the school met these conditions and voted to grant full charter continuance to the school.<sup>29</sup>

### Charter Renewal

In May 2013, Maya Angelou PCS applied for DC PCSB to renew its charter.<sup>30</sup> In its renewal analysis, in line with its policy, DC PCSB did not assess the school's Young Adult Learning Center, given that it had only been in operation for one year before Maya Angelou PCS applied for renewal. DC PCSB staff found that Maya Angelou PCS – Evans Middle school had not met three significant goals—related to academics, discipline, and attendance—making it ineligible for renewal. Given this, DC PCSB agreed with the school's board's decision to close this campus.

DC PCSB staff found that Maya Angelou PCS – High School partially met two goals, and fully met two other goals, of the five goals the school has consistently pursued over the course of its charter. DC PCSB determined that there was insufficient evidence to assess the fifth goal related to improving student behavior. The three goals that Maya Angelou PCS partially met were related to the school's academic outcomes, graduation rates, and college enrollment. It was noted in the renewal analysis that the school's outcomes in these areas would have ordinarily led DC PCSB staff to determine that the school had not met these goals, but given Maya Angelou PCS – High School's alternative designation by OSSE, and also given that the school's performance in these areas was in line with alternative education students nationally, DC PCSB staff determined that the school partially met these two goals.

At renewal, DC PCSB also addressed Maya Angelou PCS's compliance and financial outcomes, with DC PCSB staff determining that the school had not materially violated applicable laws, had adhered to generally accepted accounting principles, and had not engaged in a pattern of fiscal mismanagement. However, DC PCSB determined that Maya Angelou PCS was not independently economically viable when its finances were considered alone, but that it was economically viable with the support of its parent corporation, See Forever.

Based on these findings, in August 2013 the DC PCSB Board voted to renew Maya Angelou PCS's charter with two conditions: (1) that the school develop and submit to DC PCSB by

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<sup>28</sup> See letter from Thomas Nida, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, February 11, 2009, attached to this report as Appendix P.

<sup>29</sup> See letter from Thomas Nida, DC PCSB Board Chair, to James Foreman, Maya Angelou PCS Board Chair, February 26, 2010, attached to this report as Appendix Q.

<sup>30</sup> See Maya Angelou PCS Renewal Report, attached to this report as Appendix R.

November 2013 an action plan detailing how it would improve its academic growth and graduation rates, decrease its suspension and expulsion rates, and increase its graduates' college persistence and employment rates; and (2) that the school commit in its renewed charter to goals tied to this action plan, and goals that the majority of its students (in both the Young Adult Learning Center and high school) would grow academically over the course of the academic year, and that students enrolled in Maya Angelou PCS for multiple years progress academically from year-to-year.<sup>31</sup>

Maya Angelou PCS fulfilled these conditions, submitting the requested action plan and setting corresponding goals in its renewed charter agreement. However, DC PCSB has observed through on-site visits that the school has not fully implemented this plan. A blended learning approach was never fully implemented until Fall 2016, three years after the plan was submitted, and it has since discontinued this model.<sup>32</sup> Further, the school did not implement an extended 210-day school year, nor did it become a member of the Achievement Network, both of which it committed to in its action plan.<sup>33</sup>

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<sup>31</sup> See Maya Angelou PCS Renewal Board Memorandum, attached to this report as Appendix S.

<sup>32</sup> The school gave feedback that blended learning still continues; however, the classroom is no longer "fully flipped." The Spring 2017's QSR includes evidence of online applications used for credit recovery and differentiation for both introduction to new content/material (Edgenuity), as well as targeted skill practice (Edgenuity MyPath and Achieve3000). The high school continues to implement this approach to blended learning still this year. The school added IXL, which is targeted skill practice for math (similar to Achieve3000 for reading). The school did not partner with Achievement Network because they do not serve adult schools and few alternative school counterparts. Instead the school designed its own internal systems for progress monitoring with SIG funding. May Angelou PCS contracted with SchoolStat to learn how to progress monitor goals, strategies and targets at each campus.

<sup>33</sup> See Maya Angelou PCS Fall 2016 QSR, attached to this report as Appendix T.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the review analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board. On September 18, 2017, amended its Charter Agreement to adopt metrics and business rules for each of its charter goals.<sup>34</sup> Maya Angelou PCS has two campuses – the Young Adult Learning Center (YALC) and the High School. Out of six goals, Maya PCS – YALC met three goals, substantially met one goal, and did not meet two goals. Out of nine goals, Maya PCS – High School substantially met six goals, and did not meet three goals.

### **Maya Angelou PCS – Young Adult Learning Center**

The chart below summarizes DC PCSB’s determinations of whether Maya Angelou PCS – Young Adult Learning Center met its goals and academic achievement expectations. These determinations are further detailed in the body of this report.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
<b>Maya Angelou PCS – Young Adult Learning Center</b>		
1	<p><b>Student Progress</b></p> <p>50% of pre- and post-testing students will make one or more EFL gain by the end of the program year.</p>	<b>Yes.</b>
2	<p><b>Student Achievement</b></p> <p>65% of students will pass the official GED exam.</p>	<b>Yes.</b>

<sup>34</sup> See Appendix \_\_\_ for the September 2017 charter amendment, including business rules for charter goals.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
3	<p><b>Workforce Readiness</b></p> <p>50% students exiting a workforce program will attain the relevant credential.</p> <p>N= student who attended for 12 hours or more of instruction</p>	<b>Yes.</b>
4	<p><b>College and Career Readiness</b></p> <p>70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter into post-secondary education.</p>	<b>Not Met.</b>
5	<p><b>Leading Indicator</b></p> <p>65% In-seat Attendance</p> <p>N = students who attended for 12 hours or more of instruction</p>	<b>Not Met.</b>
6	<p><b>Leading Indicator</b></p> <p>60% retention rate of students who pre- and post-test.</p>	<b>Substantially.</b>

Discussion of Business Rules Related to Goal Attainment

The school negotiated business rules for calculating goal attainment with DC PCSB, which were approved by DC PCSB Board and finalized in a Charter Agreement Amendment executed on September 18, 2017. Using these business rules, DC PCSB staff determined

that the school met three goals, substantially met one, and did not meet two.<sup>35</sup> In addition, while not considered during the review, the school earned Tier 3 status in 2014-15 and 2015-16, improving to Tier 2 status in 2016-17. While staff believes that the Board should use its discretion and determine that the campus met its goals, staff also believes that the Board should put forth the conditions stated in the beginning of the report.

On the AE PMF, the rosters used to calculate all student progress measures and leading indicators for adult education campuses consist of all students who meet the "15 Calendar Day Business Rule," which includes students who "have been enrolled in the school for at least 15 consecutive days and have received at least 12 hours of service" and "all students in the audited enrollment."<sup>36</sup> The rosters used to calculate Maya Angelou PCS's student achievement and progress goals, in contrast, do not include the same exclusions and are instead determined by the specific rules for each goal contained in the school's charter agreement.

**Goal 1: Student Progress - 50% of pre- and post-testing students will make one or more EFL gain by the end of the program year.**

**Assessment: Maya Angelou PCS - Young Adult Learning Center met this goal.** Over 50% of pre- and post-tested students made one or more Education Functioning Level (EFL) gains by the end of the program year each year. The school uses the Test of Adult Basic Education (TABE) assessment to measure EFL gains.

Maya Angelou PCS students who achieved a gain of one or more EFLs in either Reading or Total Math on the TABE are counted positively in this measure; no student is counted more than once in the denominator. In contrast, the 2016-17 AE PMF measures ELF gains "based on the subject on which each student had the lowest pre-test"<sup>37</sup> for student progress measures.

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<sup>35</sup> Note that the rates calculated to evaluate goal attainment for Maya Angelou PCS – Young Adult Learning Center differ to varying degrees from the comparable measures on the PMF due to the agreed upon business rules in Maya Angelou PCS's charter agreement. For this reason, the school earned Tier 3 status on the PMF in the past two years but corresponding goals in its charter agreement show higher rates of attainment. A full explanation of these differences can be found in the narrative for each goal outcome.

<sup>36</sup> Please see the 2016-17 PMF Technical Guide, p. 83 <http://www.dcpccb.org/policy/2016-17-pmf-technical-guide>

<sup>37</sup> Please see the 2016-17 PMF Technical Guide, p. 91 <http://www.dcpccb.org/policy/2016-17-pmf-technical-guide>



Student Progress					
Goal	Year	2013-14	2014-15	2015-16	2016-17
50% of pre- and post-testing students will make one or more EFL gain by the end of the program year.	<b>Target Met?</b>	<b>Yes.</b> 63.6% of students met this target.	<b>Yes.</b> 56.3% of students met this target.	<b>Yes.</b> 60.5% of students met this target.	<b>Yes.</b> 60.2% of students met this target.
	<i>n-size</i>	118	96	81	93

**Goal 2: Student Achievement - 65% of students will pass the official GED exam.**  
**Assessment: Maya Angelou PCS – Young Adult Learning Center met this goal.** Over 65% of students passed the official GED exam every year. In SY 2014-15, the school’s best performance on this measure, 18 of the 19 eligible students earned a GED. In SY 2015-16, 9 of 13 students earned a GED.

The 2017 AE PMF tracks GED attainment as a component of the Earned Secondary Credential measure, which also includes students who complete the National External Diploma Program (NEDP). Eligible GED earners for the AE PMF include “all students...who score ‘likely to pass’ on all four GED Ready tests at least 60 days prior to the end of the program year”<sup>38</sup>; this goal only includes students who attempted all (or all remaining) sections of the GED during the program year.

Student Achievement					
Goal	Year	2013-14	2014-15	2015-16	2016-17
65% of students will pass the official GED exam.	<b>Target Met?</b>	<b>Yes.</b> 72.5% of students met this target.	<b>Yes.</b> 94.7% of students met this target.	<b>Yes.</b> 69.2% of students met this target.	<b>Yes.</b> 80.8% of students met this target.
	<i>n-size</i>	51	19	13	26

**Goal 3: Workforce Readiness - 50% students exiting a workforce program will attain the relevant credential.**

**Assessment: Maya Angelou PCS – Young Adult Learning Center met this goal.** Over 50% of students exiting a workforce program attained the relevant credential in every year. Some students were enrolled in more than one certificate program in each year; these students were counted positively in the measure once even if earning more than one credentials in the program year.

<sup>38</sup> Please see the 2016-17 PMF Technical Guide, p. 92 <http://www.dcpsb.org/policy/2016-17-pmf-technical-guide>

Only workforce programs that were submitted and approved for inclusion for mission-specific measures in AE PMF were included in this metric. For this goal, these programs were the OSHA-10 certification and the Home Builder’s Institute Pre-Apprenticeship Certificate Training (HBI PACT) certification.

Workforce Readiness					
Goal	Year	2013-14	2014-15	2015-16	2016-17
50% students exiting a workforce program will attain the relevant credential.	<b>Target Met?</b>	<b>Yes.</b> 73.9% of students met this target.	<b>Yes.</b> 71.1% of students met this target.	<b>Yes.</b> 84.6% of students met this target.	<b>Yes.</b> 68.8% of students met this target.
	<i>n-size</i>	46	38	26	48

**Goal 4: College and Career Readiness - 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter into post-secondary education.**

Assessment: **Maya Angelou PCS – Young Adult Learning Center did not meet this goal.** Over 70% of students successfully attaining a GED or workforce credential and exiting the program entered the workforce or entered into post-secondary education in one of four years. The school also performed well on the 2016-17 PMF section related to employment with 56.3% of students entering employment or entering post-secondary education and 73.3% of the students retaining employment or entering post-secondary education. The school missed the target by 30.0 percentage points in SY 2013-14, 25.7 percentage points in SY 2014-15, and 4.4 percentage points in SY 2016-17.

College and Career Readiness					
Goal	Year	2013-14	2014-15	2015-16	2016-17
70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter into post-secondary education.	<b>Target Met?</b>	<b>No.</b> 40.0% of students met this target.	<b>No.</b> 44.3% of students met this target.	<b>Yes.</b> 71.4% of students met this target.	<b>No.</b> 65.6% of students met this target.
	<i>n-size</i>	35	61	35	32

**Goal 5: Leading Indicator - 65% In-seat Attendance.**

Assessment: **Maya Angelou PCS – Young Adult Learning Center did not meet this goal.** The in-seat attendance (ISA) rate for one out of four years exceeded 65.0%. The in-seat attendance rate for three out of four years was less than 65.0%.

In SY 2015-16, the ISA rate was 65.3% was the school’s highest rate in this review period, but 4.9 percentage points below the citywide average of 70.6% for adult schools that year. In SY 2016-17, the ISA rate was below 50.0%, meaning that on average, more than half of the students were absent on a given instructional day.

Leading Indicator					
Goal	Year	2013-14	2014-15	2015-16	2016-17
65% In-seat Attendance	Target Met?	No. 64.1% of students met this target.	No. 57.2% of students met this target.	Yes. 65.3% of students met this target.	No. 49.2% of students met this target.

**Goal 6: Leading Indicator - 60% retention rate of students that pre- and post-test.**

**Assessment: Maya Angelou PCS – Young Adult Learning Center substantially met this goal.** The retention rate exceeded 60.0% in three out of four years. In SY 2015-16 and SY 2016-17, the school exceeded this goal by over 10 and five percentage points, respectively. The school missed the retention rate target by 10 percentage points in SY 2014-15.

The AE PMF defines a school’s retention rate as “the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction,”<sup>39</sup> with the roster defined as students “enrolled during the program year and meeting the 15 Calendar Day Rule.” The business rules for the retention rate in Maya Angelou PCS’s charter agreement, however, defines the roster for this measure as the “# of students who attend 12 or more hours of instruction and have a valid TABE [Test of Adult Basic Education] pre-test.”<sup>40</sup>

The result is two measures by the same name, retention rate, that measure a different cohort of students, with the business rules for Maya Angelou PCS excluding both audited enrolled students who fail to meet the “15 Calendar Day Business Rule” and students without a TABE pre-test outcome.

In SYs 2015-16 and 2016-17, 32 and 56 students were included the PMF roster for the retention rate measure but excluded from the goal denominator for Maya Angelou PCS - YALC, respectively.

<sup>39</sup> Please see the 2016-17 PMF Technical Guide, <http://www.dcpsb.org/policy/2016-17-pmf-technical-guide>  
<sup>40</sup> Please see the Maya PCS September 2017 charter amendment attached as Appendix U.

Leading Indicator					
Goal	Year	2013-14	2014-15	2015-16	2016-17
60% retention rate of students that pre- and post-test.	<b>Target Met?</b>	<b>Yes.</b> The retention rate was 60.6%	<b>No.</b> The retention rate was 50.0%	<b>Yes.</b> The retention rate was 70.4%	<b>Yes.</b> The retention rate was 65.1%
	<i>n-size</i>	188	192	115	146

**Maya Angelou PCS – High School**

The chart below summarizes DC PCSB’s determinations of whether Maya Angelou PCS – High School met its goals and academic achievement expectations. These determinations are further detailed in the body of this report.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
<b>Maya Angelou PCS – High School</b>		
1	<p><b>Student Progress<sup>41</sup></b></p> <p><b>50% of students in grades 9-10 will meet their assigned growth reading targets in school years 1-5; 60% in school years 6-10, 70% in school years 11-15 as measured by the Global Scholar Performance Series spring assessment.</b></p>	<b>Substantially.</b>
2	<p><b>Student Progress</b></p> <p><b>50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.</b></p>	<b>Substantially.</b>
3	<p><b>Student Progress</b></p> <p><b>40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.</b></p>	<b>Not Met.</b>

<sup>41</sup> The part of the goal written in **bold text** applies to this 20-year review. The part that is not bold will apply to future reviews.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
4	<p><b>Student Achievement</b></p> <p>70% of students will graduate high school in six years.</p>	<b>Substantially.</b>
5	<p><b>Student Engagement</b></p> <p>85% in-seat attendance rate;</p>	<b>Not Met.</b>
6	<p><b>Student Engagement</b></p> <p>20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.</p>	<b>Substantially.</b>
7	<p><b>Student Engagement</b></p> <p><b>Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.</b></p>	<b>Substantially.</b>
8	<p><b>Postsecondary and Career Readiness: Socioemotional Learning</b></p> <p><b>At least 60% of students will score in the average range or better on at least two of the three post-test measures on the RSCA in years 1-5; 65% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6-15.</b></p>	<b>Not Met.</b>
9	<p><b>Postsecondary and Career Readiness: Employment and Enrollment</b></p> <p>75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.<sup>42</sup></p>	<b>Substantially.</b>

<sup>42</sup> When possible, postsecondary education program enrollment will be verified by National Student Clearing House (NSCH) data. When alumnus is enrolled in a program that does not participate in the NSCH, alumni self-report will be accepted as valid data. Postsecondary education program is defined broadly to include training programs and/or certification programs specific to the skilled trades and service industries. Alumni self-report of employment status will be accepted as valid data.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>

Discussion of Business Rules Related to Goal Attainment

As previously stated, Maya Angelou PCS has revised business rules per an amendment in September 2017. This revision retroactively applies an FAY calculation to the student progress measure. These new rosters of Full Academic Year (FAY) students, are defined in the charter agreement as students “enrolled on the first date of the Fall testing window (or October 5<sup>th</sup> if the window opens after 10/5); enrolled on the first date of the Spring testing window; and enrolled for 85% of the days in between the two dates.”<sup>43</sup>

This definition for FAY is an adaptation of the business rules set forth by OSSE, with the exception that OSSE uses the annual official enrollment day in October (October 5, or the first business day after October 5) in place of the Fall testing window.

<b>Assessment Testing Windows: Maya Angelou PCS and State</b>						
<b>Year</b>	<b>Start of Fall Window (Global Scholars)</b>	<b>Start of Fall Window (Writing)</b>	<b>Date of Enrollment Audit (State)</b>	<b>Start of Spring Window (Global Scholars)</b>	<b>Start of Spring Window (Writing)</b>	<b>Start of Spring Window (State)</b>
2013-14	8/28/2013	N/A	10/7/2013	5/19/2014	N/A	3/31/2014
2014-15	9/16/2014	3/26/2015	10/6/2014	5/28/2015	6/11/2015	4/20/2015
2015-16	9/2/2015	11/12/2015	10/6/2015	5/5/2016	6/6/2016	3/29/2016
2016-17	9/6/2016	10/6/2016	10/5/2016	5/9/2017	5/18/2017	4/10/2017

As a result of this business rule difference, the roster of students used to evaluate goal attainment for Maya Angelou PCS – High School pursuant to the school’s charter agreement does not fully align with the roster used by OSSE to measure performance on the state assessment. For SY 2013-14, for instance, all ninth and tenth grade students who first enrolled at Maya Angelou PCS – High School between August 29 and October 7 or who exited between March 31 and May 18 were not considered to be FAY for the Global Scholars assessment and were therefore not included in the participation and goal rates.

<sup>43</sup> Please see the Maya PCS September 2017 charter amendment attached as Appendix V.

<b>Full Academic Year (FAY) Eligibility, Grades 9-10</b>					
<b>Year</b>	<b>FAY Students for Global Scholars (#)</b>	<b>FAY Students for Writing (#)</b>	<b>Students FAY for All Student Progress Rates (#)</b>	<b>FAY Students by OSSE's State Assessment Definition (#)<sup>44</sup></b>	<b>% of OSSE FAY Students Included in All Student Progress Rates (%)</b>
2013-2014	106	<i>N/A for 2013-14</i>	106	124	<b>85.5%</b>
2014-2015	129	133	129	136	<b>94.9%</b>
2015-2016	108	125	106	132	<b>80.3%</b>
2016-2017	109	126	109	131	<b>83.2%</b>
<b>Weighted Average (Last 3 Years)</b>					<b>86.2%</b>

Over the past three years, a weighted average of 86.2% of 9<sup>th</sup> and 10<sup>th</sup> grade students who met the definition of FAY for the state assessment were eligible for the student progress measures at Maya Angelou PCS - High School. The participation rate for each of the student progress measures reflects the roster of students determined to be FAY for the assessment indicated in the business rules for each goal, not the roster of students designated as FAY by OSSE.

**Goal 1: Student Progress - 50% of students in grades 9-10 will meet their assigned growth reading targets in school years 1-5; 60% in school years 6-10, 70% in school years 11-15 as measured by the Global Scholar Performance Series spring assessment.**

Assessment: **Maya Angelou PCS - High School substantially met this goal.** Over 50% of students in grades 9-10 met their assigned growth reading targets in three out of four years. The school missed the target by 2.4% in SY 2013-14. Over the four-year period, the percent of students showing growth on the assessment has increased from 47.6% to 71.4%.

The percent of eligible students who pre- and post-tested on this assessment ranged from 64.3% - 79.2% during this period. For SY 2017-18 and beyond, if the participation rate for this assessment does not meet or exceed 70%, results for this goal will not be valid and the school will not have met the goal for that year.

<sup>44</sup> The count of ninth and tenth grade students enrolled FAY at Maya Angelou PCS – High School in each respective school year, as defined by enrolled on the date of the enrollment audit, the first date of the testing window for the state assessment, and 85% of the time in between those dates. Grade level was set at the time of the Fall administration of the school’s assessment.



Student Progress					
Goal	Year	2013-14	2014-15	2015-16	2016-17
50% of students in grades 9-10 will meet their assigned growth targets in reading in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	Participation Rate	79.2%	64.3%	72.2%	77.1%
	Target Met?	No. 47.6% of students met this target.	Yes. 59.0% of students met this target.	Yes. 65.4% of students met this target.	Yes. 71.4% of students met this target.
	<i>n-size</i>	84	83	78	84

**Goal 2: Student Progress - 50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.**

**Assessment: Maya Angelou PCS - High School substantially met this goal.** Over 50% of students in grades 9-10 met their assigned growth targets in math in three out of four years. The school missed the target by 3.5% in SY 2013-14. Over the four-year period, the percent of students showing growth on the assessment has increased from 46.5% to 73.8%.

The percent of eligible students who pre- and post-tested on this assessment ranged from 48.8% - 81.1% during this period. For SY 2017-18 and beyond, if the participation rate for this assessment does not meet or exceed 70%, results for this goal will not be valid and the school will not have met the goal for that year.

Student Progress					
Goal	Year	2013-14	2014-15	2015-16	2016-17
50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	Participation Rate	81.1%	48.8%	65.7%	73.4%
	Target Met?	No. 46.5% of students met this target.	Yes. 60.3% of students met this target.	Yes. 64.8% of students met this target.	Yes. 73.8% of students met this target.
	<i>n-size</i>	86	63	71	80

**Goal 3: Student Progress - 40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.**

**Assessment: Maya Angelou PCS - High School did not meet this goal.** It did not give any writing assessment in SY2013-14, missed the target by 32.9 percentage points in SY 2014-15, 9.2 percentage points in SY 2015-16, and 16.6 percentage points in SY 2016-17.

Student Progress					
Goal	Year	2013-14	2014-15	2015-16	2016-17
40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.	Assessment	No. The school did not give a writing assessment in SY 2013-14.	Writing Roadmap	PEG Writing	
	Participation Rate		10.5%	20.8%	37.3%
	Target Met?		No. 7.1% of students met this target.	No. 30.8% of students met this target.	No. 23.4% of students met this target.
	<i>n-size</i>		14	26	47

**Goal 4: Student Achievement - 70% of students will graduate high school in six years.**

**Assessment: Maya Angelou PCS - High School substantially met this goal.** The school met the goal in three out of four years and almost met the target in SY 2015-16.<sup>45</sup>

Student Achievement					
Goal	Year	2013-14	2014-15	2015-16	2016-17
70% of students will graduate high school in six years.	Target Met?	Yes. 98.0% of eligible students graduated.	Yes. 89.1% of eligible students graduated.	No. 69.1% of eligible students graduated.	Yes. 72.3% of eligible students graduated.
	<i>n-size</i>	49	55	81	47

**Goal 5: Student Engagement - 85% in-seat attendance rate.**

**Assessment: Maya Angelou PCS - High School did not meet this goal.** The school's in-seat attendance rate was below 85% during the four years considered for this review.

<sup>45</sup> The school contested the graduation records for one student in SY 2015-16. The student could not be certified as a graduate in SY 2015-2016 because the school did not provide sufficient evidence of the student's current enrollment prior to the conclusion of the school year. Please see Appendix [X] for DC PCSB's response to the school dated September 1, 2016.

Student Engagement					
Goal	Year	2013-14	2014-15	2015-16	2016-17
85% in-seat attendance rate	Target Met?	No. 76.4% in-seat attendance rate.	No. 61.0% in-seat attendance rate.	No. 69.6% in-seat attendance rate.	No. 70.3% in-seat attendance rate.

**Goal 6: Student Engagement - 20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.**

**Assessment: Maya Angelou PCS - High School substantially met this goal.** Over 20% of truant students and/or students with a history of truancy were re-engaged to attend Maya Angelou PCS – High School or the Maya Angelou PCS – Young Adult Learning Center in three out of four years. The school missed the target by 5.5% in SY 2014-15.

Student Engagement					
Goal	Year	2013-14	2014-15	2015-16	2016-17
20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.	Target Met?	Yes. 22.6%	No. 14.5%	Yes. 32.1%	Yes. 43.1%
	<i>n-size</i>	146	131	140	130

**Goal 7: Student Engagement - Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.**

**Assessment: Maya Angelou PCS - High School substantially met this goal.** Fewer than 30% of students received an out-of-school suspension in three out of four years. The school missed the target by less than one percent in SY 2014-15, but had a suspension rate of nearly four times the citywide high school average of 8.0%.

In SY 2015-16, the school assigned an out-of-school suspension to 16.9% of its students, its lowest rate in the four-year period but nearly 10 percentage points higher than the citywide high school average of 7.1% that year.

Student Engagement					
Goal	Year	2013-14	2014-15	2015-16	2016-17
Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.	Target Met?	Yes. 28.0%	No. 30.8%	Yes. 16.9%	Yes. 19.6%
	<i>n-size</i>	296	253	225	209

**Goal 8: Postsecondary and Career Readiness: Socioemotional Learning - At least 60% of students will score in the average range or better on at least two of the three post-test measures on the RSCA in years 1-5; 65% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6.**

**Assessment: Maya Angelou PCS - High School did not meet this goal.** The school missed the target in every year.

Postsecondary and Career Readiness: Socioemotional Learning					
Goal	Year	2013-14	2014-15	2015-16	2016-17
At least 60% of students will score in the average range or better on at least two of the three post-test measures on the RSCA in years 1-5; 65% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6-15.	Target Met?	No. 56.5% of students met this target.	No. 45.9% of students met this target.	No. 51.5% of students met this target.	No. 50.3% of students met this target.
	<i>n-size</i>	184	148	132	143

**Goal 9: Postsecondary and Career Readiness: Employment and Enrollment - 75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.**

**Assessment: Maya Angelou PCS - High School substantially met this goal.** Over 75% of exiting graduates entered the workforce or entered into post-secondary one year after high school graduation in three out of four years. The school missed the target in SY 2013-14.

Postsecondary and Career Readiness: Employment and Enrollment					
Goal	Year	2013-14	2014-15	2015-16	2016-17
75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.	Target Met?	No. 50.0% of students met this target.	Yes. 79.2% of students met this target.	Yes. 76.9% of students met this target.	Yes. 76.3% of students met this target.

## Postsecondary and Career Readiness: Employment and Enrollment

<b>Goal</b>	<b>Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
	<i>n-size</i>	52	53	39	38

## **Qualitative Site Review (QSR) Outcomes**

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which a school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. Over the past five years, DC PCSB has conducted six QSRs of Maya Angelou PCS – High School. DC PCSB conducted one QSR in anticipation of this charter review, while the others were conducted based on Maya Angelou PCS – High School being designated as a Priority School by OSSE.<sup>46</sup> These QSRs included additional observations of the school’s Priority school improvement strategies. DC PCSB conducted an additional four visits between Spring 2013 and Spring 2016 to observe implementation of the school’s Priority improvement strategies, though these were not full QSRs.

In most QRS of the high school campus, DC PCSB concluded that little evidence was observed that the campus was meeting the school’s mission, mixed evidence that it was meeting its goals, and weak to mixed evidence was observed that the school was implementing with fidelity its Priority school improvement strategies. There has been a trend of improvement in the high school QSRs since Fall 2014. This is particularly evident in the Classroom Environment domain, whose most recent QSR score was the highest of all high schools observed that year. Observations in the Instruction domain, while improved were rated lower than the data for the Classroom Environment domain.

By contrast, in the two QSRs assessing the Maya Angelou PCS - Young Adult Learning Center, DC PCSB observed evidence that the campus was meeting its mission and goals. In 2016, overall reviewers observed “[s]tudents...actively engaged in learning” and “sound instruction in [the] majority of [classrooms].” The campus’ most recent overall QSR was the highest of all adult charter schools observed that year. (DC PCSB conducted two QSRs of Maya Angelou PCS – Young Adult Learning Center. One QSR was conducted after the campus was rated Tier 3 on the 2014-15 PMF, and another was conducted in anticipation of this charter review.<sup>47</sup>)

Each QSR observation is assigned a Distinguished, Proficient, Basic, or Unsatisfactory rating in the domains of Classroom Environment<sup>48</sup> and Instruction using rubrics developed by the Danielson Group.<sup>49</sup> The following table details the percentage of classrooms at each

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<sup>46</sup> As a requirement of DC’s federal funding from 2012-13 to 2014-15, each school was designated by OSSE as a Reward, Rising, Developing, Focus, or Priority school based on academic outcomes. Focus and Priority schools receive greater oversight and support by DC PCSB.

<sup>47</sup> See Maya Angelou PCS QSR reports, attached to this report as Appendix W.

<sup>48</sup> To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

<sup>49</sup> To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

campus that were rated proficient or distinguished in each domain. Maya Angelou PCS – High School demonstrated some qualitative improvement in classroom environment and instruction from 2013 to 2017, but the percentage of classrooms rated distinguished or proficient in Instruction remained low, as shown in the chart below. Of the nine high-school QSRs conducted by DC PCSB in SY 2016-17, Maya Angelou PCS – High School had the highest Classroom Environment score, and a mid-level Instruction score.

<b>Maya Angelou PCS – Young Adult Learning Center % of Classrooms Rated Proficient or Distinguished in the Domain</b>		
	2015-16	2016-17
<b>Classroom Environment</b>	95%	100%
<b>Instruction</b>	70%	92%

<b>Maya Angelou PCS – High School % of Classrooms Rated Proficient or Distinguished in the Domain</b>					
	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Spring 2017
<b>Classroom Environment</b>	45%	36%	50%	51%	79%
<b>Instruction</b>	17%	21%	32%	33%	44%

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material 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.”<sup>50</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2013-14 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2013-14 to Present<sup>51</sup></b>
<b>Fair enrollment process</b> D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2013-14
<b>Notice and due process for suspensions and expulsions</b> D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>52</sup> and the school must distribute such policies to students and parents.	Compliant since 2013-14
<b>Student health and safety</b> D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>53</sup> To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since 2013-14
<b>Equal employment</b> D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2013-14

<sup>50</sup> D.C. Code § 38.1802.13(a)(1).

<sup>51</sup> See Compliance Reports, attached to this report as Appendix X.

<sup>52</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>53</sup> D.C. Code § 38.1802.04 (c)(4)(A).



<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status 2013-14 to Present<sup>51</sup></b>
<b>Insurance</b> As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2013-14
<b>Facility licenses</b> D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2013-14
<b>Proper composition of Board of Trustees</b> D.C. Code § 38-1802.05(a)	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2013-14
<b>Accreditation status</b> D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2013-14

### **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, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which the contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy. For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy, and it would be impractical for the school to submit these contracts at this time.

## **Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act<sup>54</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>55</sup> The following section summarizes the Maya Angelou PCS's special education compliance from SY 2013-14 to the present.

### **The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews**

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance are summarized below.

#### **(1) Annual Determinations**

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and publishes these findings in an Annual Determination report.<sup>56</sup> Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports (based on the school's 2014-15 performance).

The LEA's Annual Determination compliance performance is detailed in the table below.<sup>57</sup>

<b>Year</b>	<b>Percent Compliant with Audited Special Education Federal Requirements</b>	<b>Determination Level<sup>58</sup></b>
2013	81%	Meets Requirements
2014	54%	Needs Intervention
2015	68%	Needs Assistance

<sup>54</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>55</sup> 29 U.S.C. § 794.

<sup>56</sup> As required by 34 C.F.R. § 300.600(c).

<sup>57</sup> See Annual Determination reports, attached to this report as Appendix Y.

<sup>58</sup> The IDEA requires OSSE as the State educational agency (SEA) to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the US Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

With each designation, OSSE submits a letter to the LEA, with potential action steps if the LEA does not receive a Meets Requirements designation. When Maya Angelou PCS received a Needs Assistance designation in its 2015 Determination, OSSE recommended that the school's team seek training and technical assistance to improve overall performance. However, the LEA is not legally required to undertake the recommendations or any actions.

However, OSSE's letter to Maya Angelou PCS upon its receiving a Needs Intervention designation, the third lowest of the four possible designation levels, in its 2014 Determinations required that the LEA:<sup>59</sup>

1. Develop a corrective action plan that addresses identified areas of noncompliance, and includes due dates for submission of proposed evidence demonstrating completion of the corrective action plan. The corrective action plan must reflect that all corrective actions will be completed by no later than June 30, 2017.
2. Submit a copy of the corrective action plan for approval to your OSSE LEA monitor.

OSSE further recommended that the Maya Angelou PCS team also continue working with OSSE's training and technical assistance team to obtain support around secondary transition requirements. As of September 2017, Maya Angelou PCS has not submitted a corrective action plan to OSSE, in violation of the deadline imposed by OSSE in its 2014 Determination.

## (2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring,<sup>60</sup> and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,<sup>61</sup> which OSSE then uses to determine if an LEA will receive on-site monitoring.<sup>62</sup> LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.<sup>63</sup>

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<sup>59</sup> See Maya Angelou PCS' 2014 Annual Determination letter, attached to this report as Appendix Z.

<sup>60</sup> <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>.

<sup>61</sup> Part B of IDEA applies to students ages 3-22.

<sup>62</sup> The type of monitoring an LEA receives varies depending on its designation as a "high," "medium," or "low" risk sub-grantee. An on-site monitoring visit will occur for schools classified as "high" risk.

<sup>63</sup> If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

OSSE published an on-site Compliance Monitoring Report of Maya Angelou PCS in 2015 and then again in 2017. The report from 2017 is based on the school's performance in SY 2016-17.<sup>64</sup> The school corrected all findings from previous reports and is not yet due for correction of findings from the 2017 report, detailed below.

<b>On-Site Monitoring Report – LEA-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant indicators</b>	<b>Corrected?</b>
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	1 of 2 indicators compliant	<ul style="list-style-type: none"> <li>Students Referred to Special Education Entered Into SEDS</li> </ul>	Not yet due for correction
Fiscal	6 of 7 indicators compliant	<ul style="list-style-type: none"> <li>Sub Grantee Corrective Action Plans</li> </ul>	Not yet due for correction

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant indicators</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	4 of 5 indicators compliant	<ul style="list-style-type: none"> <li>Consent Form Signature Prior to Reevaluation</li> </ul>	Not yet due for correction
IEP	7 of 20 indicators compliant	<ul style="list-style-type: none"> <li>Parent/Student Invited to IEP Meeting</li> <li>Parent/Student Notified of Meeting</li> <li>'Parent' Meets Definition in IDEA Regulations</li> <li>Regular Education Teacher Attended IEP Meeting</li> <li>Special Education Teacher Attended IEP Meeting</li> <li>LEA Designee Attended IEP Meeting</li> <li>Evaluation Interpreter Attended IEP Meeting</li> <li>IEP Statement of Measurable Annual Related Services Goal</li> <li>IEP Team Considered Strategies to Address Behavior</li> <li>ESY Determined on Individual Basis</li> </ul>	Not yet due for correction

<sup>64</sup> See 2016-17 On-Site Monitoring Report Attachments, attached to this report as Appendix AA.

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant indicators</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	4 of 5 indicators compliant	<ul style="list-style-type: none"> <li>Consent Form Signature Prior to Reevaluation</li> </ul>	Not yet due for correction
		<ul style="list-style-type: none"> <li>IEP Review of Progress of Annual Goal</li> <li>Implementation of Related Services</li> <li>Annual IEP Review</li> </ul>	
Least Restrictive Environment	2 of 4 indicators compliant	<ul style="list-style-type: none"> <li>IEP Least Restrictive Environment in Regular Education</li> <li>Supplemental Aids/Services Used Before Removal from Regular Education</li> </ul>	Not yet due for correction

(3) Special Conditions Reports

OSSE submits reports to the OSEP three times annually,<sup>65</sup> detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;<sup>66</sup> (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). Maya Angelou PCS is evaluated in adhering to all three areas and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

<b>Special Conditions Reporting Period – April 2013 through March 2014</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	Not compliant	N/A <sup>67</sup>	N/A	Not compliant
<b>Reevaluation Timeliness</b>	Not compliant	Not compliant	N/A	Not compliant
<b>Secondary Transition</b>	Not compliant	Not compliant	N/A	Not compliant

<sup>65</sup> Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

<sup>66</sup> Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

<sup>67</sup> Not applicable (N/A) indicates that OSSE did not conduct a review for the listed compliance area during the specified time-frame for the school.

<b>Special Conditions Reporting Period – April 2014 through March 2015</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	Compliant	Compliant
<b>Reevaluation Timeliness</b>	Not compliant	Not compliant	Not compliant
<b>Secondary Transition</b>	Not compliant	Not compliant	Compliant

<b>Special Conditions Reporting Period – April 2015 through March 2016</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	Compliant	N/A	N/A
<b>Reevaluation Timeliness</b>	Compliant	Not compliant	Not compliant
<b>Secondary Transition</b>	N/A	Compliant	Not compliant

<b>Quarterly Findings – April 2016 through March 2017</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	Compliant	N/A	N/A
<b>Reevaluation Timeliness</b>	Not compliant	N/A	N/A
<b>Secondary Transition</b>	Not compliant	Not compliant	Compliant

To address previously identified noncompliance with federal requirements of the Individuals with Disabilities Education Act (IDEA), Part B, Maya Angelou PCS must:

- a. Develop a corrective action plan that addresses identified areas of noncompliance in its FFY 2014 Annual Determination. The corrective action plan must also include due dates for submission of proposed evidence demonstrating completion of the components of the corrective action plan. The plan must be submitted for approval to your OSSE LEA monitor by March 2, 2018. The corrective action plan must reflect that all corrective actions will be completed by no later than June 29, 2018. DC PCSB will confirm with OSSE to ensure that Maya Angelou PCS has implemented this corrective action plan to OSSE’s approval.
- b. Submit evidence to DC PCSB that it has obtained training and technical assistance support in improving compliance related to reevaluation timeliness and secondary transition requirements by June 29, 2018.

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. The chart below shows all special education administrative due process complaints brought against the school that resulted in a finding of noncompliance by a Hearing Officer, and whether the HOD was implemented timely, implemented untimely, or not implemented and untimely.<sup>68</sup>

<b>Transmittal Date<sup>69</sup></b>	<b>HOD Implementation and Timeliness Status</b>
9/1/2013	Implemented untimely
9/1/2013	Implemented untimely

<sup>68</sup> HODs are the written decision issued as a result of a due process complaint that proceeds to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance made against the LEA.

<sup>69</sup> This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

### **INTRODUCTION**

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>70</sup>

The results of DC PCSB's review of Maya Angelou PCS's financial records are presented below.

### **SUMMARY OF FINDINGS**

Maya Angelou PCS appears to have adequate financial performance and internal controls and has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

As noted, the school's enrollment is declining leading to two consecutive years of operating losses. Moreover, the school has had issues with questioned costs and internal controls during 2014 and 2015. Should losses continue or future audits contain findings DC PCSB may need to expand its fiscal monitoring, possibly to include a Financial Corrective Action Plan.

Maya Angelou PCS's first year of operation was Fiscal Year (FY) 1999. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. When comparing FY 2016 to FY 2012, the school did experience a decline in revenue of 11%. However, in FY 2014 the school's revenue was nearly double what it was in FY 2012 due to a \$5.8 million contribution from the See Forever Foundation, and \$3.3 million in "Other Government Grants and Entitlements." This exceptional year allowed the school to enhance its other financial metrics by building a cash reserve and an improved net asset position, which provides a buffer against potential future losses.

Nevertheless, enrollment did decline significantly since FY 2014 in part due to the closure of the middle school at the end of FY 2014. There is one operating deficit in FY 2016 of

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<sup>70</sup> See D.C. Code § 38-1802.13(b).



\$599.<sup>71</sup> Should enrollment trends continue downward; the loss of revenue will erode the school's healthy balance sheet and potentially lead to financial concerns down the road.

Further, Maya Angelou PCS's internal control environment warrants ongoing attention. The school was cited for a material weakness by their auditors in FY 2014, and various other findings and questioned costs each year from FY 2013 to FY 2015. Positively, none of these findings were repeated year-to-year, and none were found in FY 2016. Should Maya Angelou PCS's FY 2017 audit reveal additional findings or weaknesses, DC PCSB will consider the possibility of instituting a financial corrective action plan to ensure improvement.

When considered in total, the school's current condition does not warrant any immediate concerns for economic viability, nor for fiscal mismanagement. However, the school needs to maintain costs in line with revenue, particularly in the case of enrollment declines.

### **FINANCIAL OVERVIEW**

The following table provides an overview of Maya Angelou PCS's financial information over the school's last five years of operations. Between FY 2012 and FY 2016, enrollment and revenue have declined by 29% and 11%, respectively, partially due to the closure of the middle school campus after FY 2014. During the same period, the school built a strong Net Asset Position of \$10.7 million (see the explanation above). Overall, the school exhibited adequate financial results as it continued to manage its program in a fiscally responsible manner.

<b>Financial Highlights (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Enrollment Ceiling<sup>72</sup></b>	740	740 <sup>73</sup>	620	550	550
<b>Audited Enrollment</b>	506	576	598	399	361
<b>Total Revenue</b>	\$11,260	\$12,692	\$22,058	\$12,108	\$9,982
<b>Surplus/(Deficit)<sup>74</sup></b>	\$350	\$341	\$8,726	\$2,155	(\$599)
<b>Unrestricted Cash Balances</b>	\$301	\$288	\$1,488	\$2,283	\$1,943
<b>Number of Days of Cash on Hand<sup>75</sup></b>	10	8	42	89	72
<b>Net Asset Position<sup>76</sup></b>	\$82	\$423	\$9,148	\$11,303	\$10,704
<b>Primary Reserve Ratio<sup>77</sup></b>	1%	3%	69%	114%	101%

<sup>71</sup> The school submitted its draft financial statements for FY17 in early January 2018, after this report was written. The draft audit shows another year of negative net asset changes of (\$927,000) in losses.

<sup>72</sup> The Enrollment Ceiling represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

<sup>73</sup> The maximum enrollment prior to FY 2014 was not located due to missing records.

<sup>74</sup> Surplus / (Deficit) is total revenue minus total expenses.

<sup>75</sup> Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

<sup>76</sup> Net Asset Position equals total assets minus total liabilities.

<sup>77</sup> Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

## **FISCAL MANAGEMENT**

Overall fiscal management considers the school’s liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school’s board in managing school finances. Maya Angelou PCS’s fiscal management is adequate: the school is capable of servicing its debt, and its operating costs are effectively managed. Maya Angelou PCS’s internal control environment in FY 2016 was secure, however prior year audits revealed material weaknesses and findings. These areas are discussed further below.

### Liquidity

Liquidity refers to the school’s ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability.

The first indicator of a school’s liquidity is its current ratio.<sup>78</sup> The current ratio measures a school’s financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school’s ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the “target” of acceptable performance. A current ratio below 0.7 raises concern about the school’s liquidity; we consider this the “floor” of acceptable performance.

While Maya Angelou PCS’s current ratio has varied over the last five years, it has been at least 1.0 since FY 2013, indicating that the school’s short-term liquidity is adequate.

The second measure, days of cash on hand, reflects a school’s ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

Maya Angelou PCS’s days of cash on hand has also varied over the last five years, but after the school’s strong FY 2014 revenue, it has exceeded the target since FY 2015.

Together these metrics provide evidence of adequate liquidity.

<b>Liquidity</b>							
	<b>Floor</b>	<b>Target</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Current Ratio</b>	<0.7	>1.0	0.7	1.0	1.3	3.2	2.8

<sup>78</sup> A school’s current ratio is its current assets divided by current liabilities.

Liquidity							
Number of Days of Cash on Hand	<15	>45	10	8	42	89	72

The final measure of liquidity is solvency,<sup>79</sup> or school’s ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders, if the school’s charter is revoked. DC PCSB reviewed Maya Angelou PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Maya Angelou PCS, we expect that the school would be able to meet its operating obligations. Including estimated closure costs, we do not anticipate the school having a shortfall in meeting obligations due to vendors, employees, and lenders. It should be noted that Maya Angelou PCS has a significant amount of fixed assets; however, without a readily discernible fair market value of those fixed assets, we cannot determine how much cash would be generated in a liquidation. However, given the overall financial health of the school, this is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio<sup>80</sup> and the debt service coverage ratio (DSC).<sup>81</sup>

First, the debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio less than 0.50 is a signal of financial strength (the target). Maya Angelou PCS’s debt ratio has exceeded our target since FY 2014.

Second, the DSC ratio measures the school’s ability to make regular payments on interest and principal. A low ratio indicates a school’s inability to service its debt, while a higher one represents strength.

While the school’s debt service coverage ratio was slightly below our target, it is not overly concerning when considered with other metrics. We estimate that if EBIDA<sup>82</sup> were \$150,000 higher, the school would have reached the target.

Together, these measures reveal no current concerns surrounding the school’s debt structure.

<sup>79</sup> Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

<sup>80</sup> Debt Ratio equals the total liabilities divided by the total assets.

<sup>81</sup> Debt Service Coverage Ratio equals EBITDA divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

<sup>82</sup> EBIDA is Earnings Before Interest, Depreciation, and Amortization

<b>Debt Burden</b>								
	<b>Floor</b>	<b>Target</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>Debt Ratio</b>	>0.90	<0.50	0.93	0.65	0.20	0.35	0.37	
<b>Debt Service Coverage Ratio</b>	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>					0.9

### Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses have declined by 3%, less than the 11% decline in revenues. Occupancy expenses saw the largest increase, while direct student costs declined the most. Because the space previously housing the middle school campus remains vacant, occupancy expenses did not drop when enrollment fell.

Generally, costs appear to be effectively managed at the school, however it should be noted that Maya Angelou PCS does spend a much larger portion of its budget on occupancy expenses than the sector median, and in turn this reduces the amount of funding available for direct student costs.

<b>Cost Management (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Salaries and Benefits</b>	\$7,338	\$8,634	\$8,862	\$6,158	\$6,583
<b>Direct Student Costs</b>	\$1,925	\$1,592	\$1,354	\$1,032	\$608
<b>Occupancy Expenses</b>	\$700	\$919	\$2,036	\$1,737	\$2,293
<b>General Expenses<sup>83</sup></b>	\$947	\$1,206	\$1,080	\$1,025	\$1,097

<b>As a Percent of Expenses</b>						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>FY16 Sector Median</b>
<b>Salaries and Benefits</b>	67%	70%	66%	62%	62%	61%
<b>Direct Student Costs</b>	18%	13%	10%	10%	6%	11%
<b>Occupancy Expenses</b>	6%	7%	15%	17%	22%	16%
<b>General Expenses</b>	9%	10%	8%	10%	10%	11%

### Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Maya Angelou PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions on the financial statements for all five years.

<sup>83</sup> DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

However, Maya Angelou PCS’s internal control environment has demonstrated weaknesses over the years.

In FY 2014, the school’s auditors identified one Material Weakness during its financial statement audit. This was a result of the school improperly recording nearly \$3 million in revenue on the books of See Forever Foundation when the correct beneficiary was Maya Angelou PCS. This finding was resolved by FY 2015.

in FY 2013, the school’s auditors identified two Findings and Questioned costs, one of which was during its Uniform Guidance (formerly A-133) audit. The findings included issues with revenue recognition and understatement of federal expenditures. They were resolved by FY 2014.

However, a new finding was discovered in FY 2015 as part of the Uniform Guidance audit, due to the school’s failure to comply with the procurement requirements of OMB Circular A-110. This, too, was resolved by FY 2016.

Based on the past five years of audits, Maya Angelou PCS exhibited a pattern of internal control weaknesses which lead to numerous findings, including one classified as a material weakness. The school was able to resolve all of the findings by FY 2016, as the audit results revealed no Material Weakness or findings of any kind. However, given the pattern over the previous five years, DC PCSB will review the school’s FY 2017 final audit report once available to determine what, if any, remedies may be required.

<b>Internal Controls</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
<b>Material Weakness.</b> A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school’s financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	Yes	No	No
<b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	No

<b>Internal Controls</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Modified Program Opinion (Uniform Guidance).</b> When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.	No	No	No	No	No
<b>Program Material Weakness (Uniform Guidance).</b> In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	No	No	No	No
<b>Findings &amp; Questioned Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	2	1	1	0
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
<b>Going-Concern Issue.</b> The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
<b>Debt-Compliance Issue.</b> The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

## **ECONOMIC VIABILITY**

DC PCSB assesses economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six criteria, Maya Angelou PCS's economic viability is not currently at risk. See below for further detail.

### Operating Results

A school's fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school's revenues should exceed their expenditures. Maya Angelou PCS exceeded our floor of \$0, generating a surplus in all but FY 2016. This one time deficit is no cause for concern when considered along with the school's generous cash reserves net asset position. However, should enrollment and revenues continue to decline, negative operating results will erode the cash balances and net asset position over time.

### Earnings

DC PCSB reviews earnings before depreciation and amortization (EBDA)<sup>84</sup> separately from the first measure because depreciation is a non-cash expense which impacts the surplus/deficit, but not actual cash flow. Here, Maya Angelou PCS exceeds our floor of \$0 each year, generating positive EBDA annually.

<b>(\$ in 000s)</b>	<b>Floor</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Surplus/(Deficit)</b>	<0	\$350	\$341	\$8,726	\$2,155	(\$599)
<b>Earnings before Depreciation and Amortization</b>	<0	\$459	\$447	\$9,105	\$2,776	\$204

### Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this ratio but we do set a floor of \$0. Maya Angelou PCS's net asset position has grown significantly between FY 2012 and FY 2016 as the school continued to run operating surpluses and add to reserves.

### Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25% and our floor is 0%. The school has exceeded our target for this metric each year since FY 2014.

<b>(\$ in 000s)</b>	<b>Floor</b>	<b>Target</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Net Asset Position</b>	<0	N/A	\$82	\$423	\$9,148	\$11,303	\$10,704
<b>Primary Reserve Ratio</b>	<0	>25%	1%	3%	69%	114%	101%

### Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and earn DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable. Declining enrollment, however, may be a cause for concern.

Maya Angelou PCS's enrollment and revenue declined from FY 2012 through FY 2017, in part due to the closure of the middle school at the end of FY 2014. Because the school built a substantial cash reserve and net asset position in FY 2014, the school is well positioned to weather variations in enrollment and revenue for the short-term. However, if enrollment trends worsen, and negative operating results persist, the buffer provided by FY 2014 will erode over time.<sup>85</sup>

<sup>84</sup>EBDA is the change in net assets plus depreciation and amortization.

<sup>85</sup> The final FY 2017 financial audit results were unavailable at the time of publication.

<b>Enrollment over Time<sup>86</sup></b>						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Enrollment</b>	506	576	598	400	361	310
<b>Growth in Enrollment</b>	(19%)	14%	4%	(31%)	(10%)	(14%)
<b>Growth in Revenues</b>	(5%)	13%	74%	(45%)	(18%)	N/A

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<sup>86</sup> This enrollment chart is based on the audited enrollment not the UPSFF enrollment that is reported earlier in the report.