



2014-15 Ten-Year Charter Review Report

Latin American Montessori Bilingual Public Charter School

October 24, 2014

DC Public Charter School Board
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STAFF RECOMMENDATION AND KEY FINDINGS

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a charter review of the District of Columbia Latin American Montessori Bilingual Public Charter School (“LAMB”) as required by the School Reform Act (“SRA”), and recommends full continuance of the school’s charter.

LAMB PCS fully met all of its goals and student academic achievement expectations. The school has neither materially violated the law nor its charter, and is in strong fiscal health.

In addition to meeting its fifteen goals and academic achievement expectations, the school is academically high performing on PCSB’s Performance Management Framework (“PMF”). It is one of few charter schools that has scored Tier One all four years that PCSB has used the Elementary/Middle School Performance Management Framework (“ES/MS PMF”) to measure the performance of schools serving grades three through eighth. LAMB PCS students consistently outperform their peers in both reading and math achievement and growth as measured by the state assessment. In addition, the school has met the majority of its early childhood targets.

Aside from academic proficiency, the school is fully meeting its mission to “create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.” Additionally, the school’s suspension rate is lower than the state average. (The school did not expel or suspend any students in the 2013-14 school year.)

Based on these findings, the PCSB Board voted 6-0 to grant full continuance to the school without conditions.

In 2013, the school amended its charter to include grades 7-12, and to assign all rights, authority, and responsibility regarding students in grades 6-12, to DC International (“DCI”). This provides students attending LAMB PCS an opportunity to earn an International Baccalaureate diploma, with the option of a bilingual certificate.

LAMB PCS accepts students in pre-kindergarten but not in other grades, which the school maintains this is due to its goal that all its children learn a second language, and that it takes children five to seven years to develop fluency.¹ However, this extremely restrictive admissions policy is rare among DC charter schools – including bilingual and Montessori-based schools – and raises concerns about both equity and access. With the addition of DCI, the school will begin to admit some students in sixth grade.

¹ See LAMB PCS 2013-14 annual report, p. 7, attached to this report as Appendix A.

CHARTER REVIEW STANDARD

The SRA provides that “PCSB shall review [a school’s] charter at least once every [five] years.”² As part of this review, 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.”³

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

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school’s charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

LAMB PCS began operation in 2003 under authorization of the DC Board of Education (“DC BOE”) and currently serves students in pre-kindergarten through fifth grade.⁴ Its mission is as follows:

*LAMB PCS aims to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.*⁵

LAMB PCS has two facilities, located at 1375 Missouri Avenue, NW (Ward 4) and at 1800 Perry Street, NE (Ward 5). The facility on Missouri Avenue, housed in the Military Road School building (established in 1864 as one of first schools to educate freedmen), serves prekindergarten-3 through third grade; and the facility on Perry Street serves students in prekindergarten-3 through fifth grade.

² SRA §38-1802.12(a)(3).

³ SRA §38-1802.12(c).

⁴ See LAMB PCS amended and restated charter school agreement, dated June 23, 2014, attached to this report as Appendix B. In 2011-12, the two sixth grade students were enrolled at the school.

⁵ See Appendix B..

The school offers a dual language Montessori educational program. As such, its students are organized into three multi-age groupings: (1) primary (prekindergarten-3 to kindergarten); (2) lower elementary (first to third grades) and (3) upper elementary (fourth to fifth grades).⁶ Primary students receive the majority of instruction in Spanish, with English literacy and vocabulary formally introduced in kindergarten. Lower elementary students receive 60% of instruction in Spanish and 40% in English; and upper elementary students receive 50% of instruction in Spanish and 50% in English.⁷

The school only enrolls pre-kindergarten-3 and 4 students, on the theory that this is necessary for all students to achieve biliteracy in Spanish and English.⁸ This restrictive enrollment practice has caused the school to have dwindling class sizes in the upper elementary grades. Based on the school’s 2013-14 enrollment, 263 students were enrolled in grades PK3-3rd grade (roughly 43 students per grade), with only 57 students in grades 4-6. Some of this attrition prior to the exit year relates to families seeking a school that extends through middle (and high) school. The school hopes to address this by offering all LAMB PCS students seats at the newly created DCI, which offers a multi-lingual middle and high school with the option for students to earn an IB Diploma at completion.

The school’s overall performance data on PCSB’s ES/MS PMF (which incorporates indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment) are summarized in the table below. LAMB PCS’s third through fifth grade programs have shown consistently high results, achieving Tier 1 status in all review years to date.

Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11 ES/MS PMF	2011-12 ES/MS PMF	2012-13 ES/MS PMF	2013-14 ES/MS PMF
3-5	4	2003	57	84.4% Tier 1	77.6% Tier 1	80.5% Tier 1	75.0% Tier 1

Its early childhood grades, which serve a much larger population of students, has been held accountable to the school’s Accountability Plans and, last year the early childhood (“EC”) PMF pilot. In all years, the school met or exceeded the majority of its measures, meeting 100% of them last year.

Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11 Accountability Plan	2011-12 Accountability Plan	2012-13 Pilot EC PMF	2013-14 Pilot EC PMF
PK3-2	4 and 6	2003	263	8 of 9 targets	4 of 6 targets	7 of 7 targets	N/A

⁶ See LAMB PCS 2012-2013 Annual Report, dated August 30, 2013, attached to this report as Appendix C.

⁷ <http://www.lambpcs.org/curriculum/>, printout attached as Appendix D.

⁸ See Appendix C, p. 5.

Previous Charter Review

PCSB conducted a five-year charter review of LAMB PCS during the 2011-12 school year (its review was delayed after oversight of the school transitioned from DC BOE to PCSB). In this review, PCSB noted that LAMB PCS had strong academic achievement; had no known violations relating to the education of children with disabilities; had not engaged in a pattern of fiscal mismanagement; had followed generally accepted accounting principles; and was economically viable.⁹

However, PCSB also found that the school was serving grades 4-6, which were outside those detailed in its charter. Staff recommended that this violation be cured by the school submitting a petition to amend its charter to serve the additional grades. The school submitted such a petition, which the PCSB Board approved in February 2012.¹⁰ After this, the PCSB Board voted to fully continue the school's charter.¹¹

Charter Amendments

Since the 2010-2011 school year, PCSB and LAMB PCS agreed to amend the school's charter twice. As described above, on February 27, 2012, PCSB granted LAMB PCS's charter amendment request to expand its programming to include fourth through sixth grades.¹²

On June 24, 2013, PCSB conditionally approved the school's charter amendment request to (1) expand to serve grades 7 through 12; (2) contract with the District of Columbia International School; and (3) increase enrollment ceilings to accommodate this expansion.¹³ The Board fully approved this charter amendment on June 16, 2014.¹⁴

⁹ See Appendix C.

¹⁰ PCSB Meeting Minutes for February 27, 2012, attached as Appendix E.

¹¹ See Appendix E.

¹² See Appendix E.

¹³ See Appendix E.

¹⁴ See PCSB Meeting Minutes for June 16, 2014, attached as Appendix F.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are specific aims that are measurable and usually related to a school’s mission, which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by state or externally validated assessments. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter agreement, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

The chart below summarizes PCSB’s determinations of whether the school met its respective goals and academic expectations in the 2011-12, 2012-13, and 2013-14 school years. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations¹⁵	Met?
1	Teach curriculum based in Montessori philosophy English and Spanish language	Yes
2	Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.	Yes
3	Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and –writing, and reading and writing skills	Yes
4	Teach developmentally appropriate science concepts, pre-school through third grade.	Yes
5	Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.	Yes
6	Teach concentration, independence and small motor skills as well as specific task mastery.	
7	Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.	Yes
8	Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.	Yes
9	Present materials in areas of social studies, history of the universe, and geography.	Yes
10	Present a variety of activities in arts and crafts.	Yes
11	Teach independence and self-direction in an atmosphere of free choice.	Yes
12	Students in kindergarten through sixth grade will maintain high levels of attendance.	Yes
13	Parents will show satisfaction with LAMB.	Yes
14	Students will show satisfaction with LAMB.	Yes
15	Students will demonstrate social emotional competency through Second Step instruction.	Yes

¹⁵ In addition to the goals set forth in LAMB PCS’s charter, PCSB agreed to goals updates as set forth in LAMB PCS’s Accountability Plan for 2008-2013, which are numbered 12-15 in this report.

1. Teach curriculum based in Montessori philosophy English and Spanish language.

Assessment: **LAMB PCS has met this goal.** The school has met both aspects of this goal – it teaches a curriculum based in Montessori philosophy, and it teaches its curriculum in English and Spanish.

Program Description

As discussed above, the school offers a dual language Montessori educational program. In its annual reports, the school describes its bilingual program, noting its goal is that “students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade.” The school’s summer school program is taught entirely in Spanish, with about 80 students enrolling each year.¹⁶ The school also describes other aspects of its Montessori program:

- The teacher’s role is to “model peaceful concentration and to inspire wonder in the child.”
- Montessori manipulative materials “are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance.”
- Elementary classrooms are “research and project focused with an emphasis on taking field trips, conducting experiments, and...guest presenters.”
- The school’s Montessori “Cosmic Curriculum” is “built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention.”

Qualitative Evidence

PCSB conducted a Qualitative Site Review (“QSR”) of LAMB PCS in February 2014. During the QSR, PCSB reviewers noted clear evidence that the school was meeting its goal of teaching a Montessori curriculum in English and Spanish. Among other observations, the report noted that:

[S]tudents in all grade levels worked in both English and Spanish environments throughout the day to improve their ability to read in Spanish and English. Student work plans were in both languages, reflecting the school’s focus on dual language as well as their Montessori model whereby students chose which activities to complete throughout the day.¹⁷

In the QSR Report, PCSB noted the following in support of this goal:

- [B]y learning in Spanish for half of the day and English for the other half of the day.
- During Spanish instruction, teachers corrected students’ grammar in Spanish, gently reminded students to use Spanish, and observed students reminding each other to do the same

¹⁶ See Appendix C, pp. 28-29.

¹⁷ See QSR Report of LAMB PCS, dated April 2, 2014, attached as Appendix G.

- Instructors taught students what sounds various Spanish letters made, and asked students to write words using those letters in different activities.
- Students carried clipboards around classrooms with a list of subjects like math and science in both Spanish and English to organize their work plans.
- Available materials for parents, such as sign-in sheets and PCSB’s Parent Guide, are available in Spanish and English.
- Teachers promoted English literacy by asking students to read to them, by encouraging students to try more difficult books, and by modeling how to read with fluency.
- In English instruction, students read books at their levels independently and, in some cases, teachers sat next to them and asked them to read aloud.¹⁸

PCSB staff also found the following evidence in support of this goal:

- Students worked on the same learning task as a whole class, but with choice in how they wanted to complete it.
- Students built upon their work ethic, persistence, and concentration as they completed tasks independently, in small groups, or working with the teacher.
- Students took responsibility for their own work and explained their work plans, which included lists of weekly activities (in the form of pictures for younger students).
- Multiple teachers observed students, modeled how to use different learning stations, and guided students through each station, thus empowering students to complete tasks on their own. Though instructors permitted students to explore and self-direct their learning, they closely monitored the learning with charts, outlines, checklists, resource binders, and data sheets.¹⁹

Student Records

Students are being evaluated according to the Montessori philosophy. LAMB PCS’s student database, MRX, allows the school to track students’ mastery of lessons through the “Progress Analysis” function, which calculates the percentage of lessons in a particular area that a student has “practiced,” “improved,” or “mastered” compared to the total number of active lessons in that subject area. PCSB was able to access and review the progress reports for specific students, and a review of these records indicated that each student is being tracked in all subject areas according to the percentage of lessons that they have practiced, improved, or mastered.

2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions.

Assessment: **LAMB PCS has met this goal.** Over the past four academic years, LAMB PCS’s math proficiency rates in grades 3-6 has been greater than the state averages. Students showed growth in math skills greater than their peers. Students with disabilities (“SWDs”) and English language learner

¹⁸ See Appendix G.

¹⁹ See Appendix G.

(“ELL”) students also outperformed their DC peers. Qualitative evidence also supports the school meeting this goal.

Early Childhood Math Performance

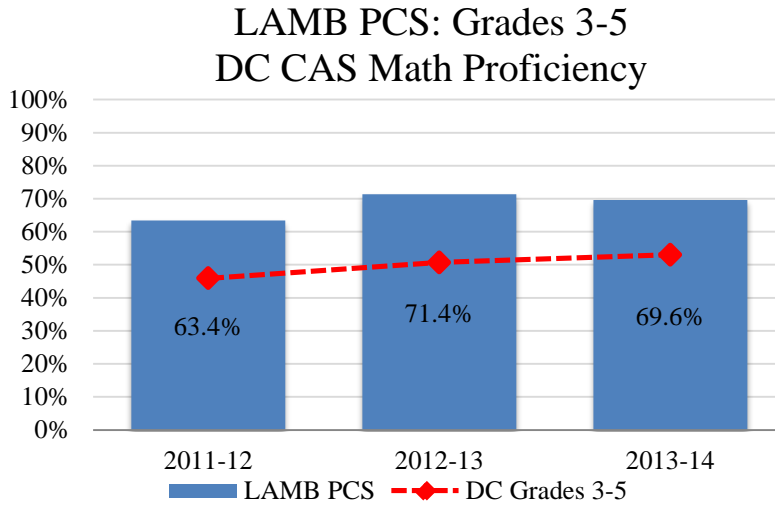
LAMB PCS met the majority of its early childhood targets related to mathematics growth and proficiency, as detailed in the tables below.

PK Math Growth Targets		
Year	Target	Target Met?
2011-12	65% of pre-kindergarten-3 pre-kindergarten-4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (“LAP-D”) assessment. ²⁰	No Data not available
	65% of kindergarten through second-grade students will increase their total math score by 12 points or score 36 by the spring administration on the Easy Curriculum Based Measures (“Easy CBM”) assessment.	No 61.3% of students increased their math score by 12 points or scored 36 on this assessment
2012-13	60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy CBM assessment.	Yes 62% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor
K-2 Math Achievement Targets		
Year	Target	Target Met?
2012-13	60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy CBM assessment.	Yes 62% of students met this goal
2013-14	Rate of kindergarten through second grade students achieving one year of growth or scoring proficient on the Indicadores Dinámicos del Éxito en la Lectura	55.7% of students Above 50% EC PMF Floor

²⁰ In addition to testing counting and matching skills, the LAP-D also tests fine motor, language, and gross motor skills.

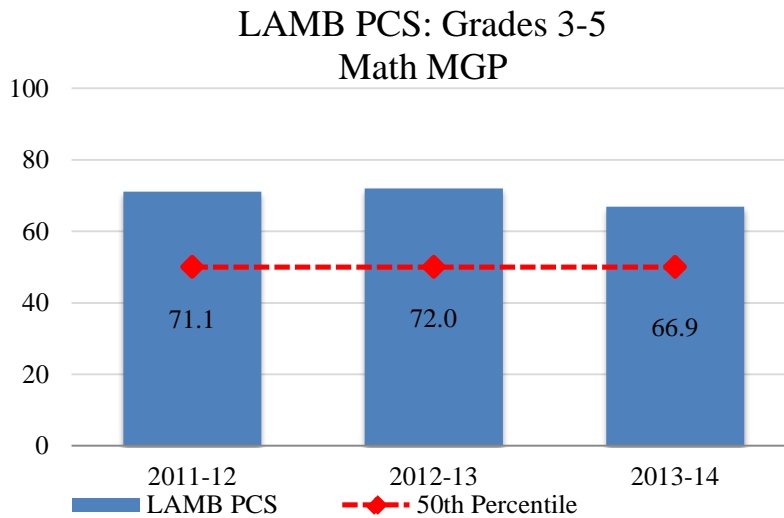
DC CAS Math Proficiency

LAMB PCS’s math proficiency increased from 2011-12 and 2012-13 and has been between 16.6 and 20.7 percentage points above the state average each year.



DC CAS Math Growth

The graph below represents LAMB PCS’ median growth percentile (“MGP”) in reading, which is the median of its individual students’ growth percentiles.²¹ A growth percentile of 50 indicates that a school’s students have “average” growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Since 2011-12, LAMB PCS third through fifth grade students have grown in math at a rate higher than their peers.



²¹ A student’s growth percentile (“SGP”) can range from 1% to 99%, and reflects that students’ academic growth compared to that of other DC students in their grade with similar initial proficiency. For example, a student with a reading SGP of 77% SGP has grown in reading proficiency (as measured by the DC-CAS), as much or more than 77% of his/her peers.

Subgroup Math Proficiency

The following table compares the percentage of the school’s SWD population at each special education service level to that of the charter sector as a whole.

	Total SWD Rate	Breakdown of total SWD students by Level of Need			
		Level 1	Level 2	Level 3	Level 4
LAMB PCS	10.0%	46.9%	28.1%	15.6%	9.4%
Charter Sector Average	12.3%	32.1%	32.3%	14.5%	21.2%

Since 2010-11, the math proficiency rate of LAMB PCS’s students with disabilities has been higher than the overall DC proficiency rate for students with disabilities, as detailed in the table below.²²

Math Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
LAMB PCS	38.5%	50.0%	54.5%	50.0%
State Average (Grades 3-5)	19.3%	20.3%	24.6%	26.4%

ELL students had a higher math proficiency rate than DC-wide ELL students throughout review years:²³

Math Proficiency Among English Language Learner Students				
	10-11	11-12	12-13	13-14
LAMB PCS	N-size <10 ²⁴	55.0%	65.2%	56.0%
State Average (Grades 3-5)	49.2%	46.0%	50.2%	52.4%

²² PCSB did not calculate math MGP for students with disabilities because the number of students in this subgroup was less than 25.

²³ PCSB did not calculate math MGP for English Language Learner students because the number of students in this subgroup was less than 25.

²⁴ PCSB does not report data for years where the number of students taking a test is less than 10.

School Records

The documents submitted by LAMB reflect that students received instruction regarding math-base numbers, the four operations, and fractions and include such presentations for Primary, Lower Elementary, and Upper Elementary students, as appropriate.²⁵ Primary students are evaluated as having practiced, improved, or mastered concepts such as, “[q]uickly recognize quantity of small groups of objects up to 4” through a “[c]olored bead stairs” activity. Upper Elementary students are evaluated on their mastery of topics such as prime factors or solving algebraic equations. Students’ Progress Analysis, Cumulative Records, and Student Activity reports reflect that the school is tracking each student’s mastery of math lessons.

Qualitative Evidence

The QSR team observed many learning stations focused on math concepts and noted several specific examples:

- To build conceptual understanding of place value, students in a few classrooms first had to match a number on a number line with a card and then use beads of different colors (representing tens and ones) to display the number on the card. Early childhood students represented single-digit numbers on cards by putting beads on pipe cleaners. Early childhood students also put sticks in order of size on a mat.
 - One teacher worked with a small group of third graders on place value up to 1,000,000, emphasizing the need for them to master this skill before fourth grade.²⁶
3. **Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and –writing, and reading and writing skills.**

Assessment: LAMB PCS has met this goal. The school met the majority of its Early Childhood Targets, which were part of this goal. Third through fifth graders showed consistently high reading proficiency and growth over the review period. Furthermore, LAMB PCS had the highest reading proficiency rate of all DC public charter elementary schools in 2013. Also, its SWDs and ELL students outperformed their peers in all reported review years.

Early Childhood Literacy Growth and Achievement

LAMB PCS met the majority of literacy targets, as detailed in the table below.

²⁵See LAMB PCS Primary, Lower Elementary, and Upper Elementary MRX Scope documents, attached as Appendix H.

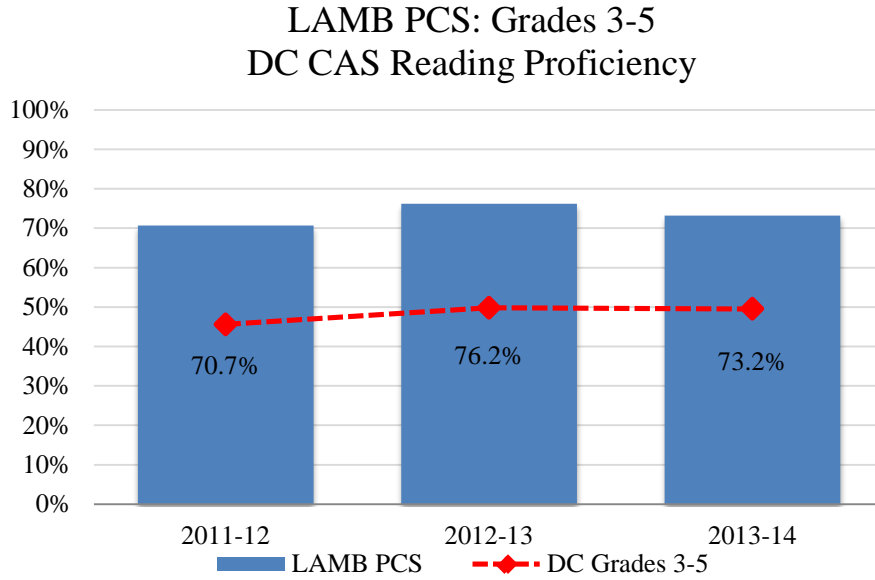
²⁶ LAMB PCS QSR Report dated April 2, 2014, attached as Appendix H.

PK Literacy Growth Targets		
Year	Target	Target Met?
2011-12	65% of pre-kindergarten-3 pre-kindergarten-4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (“LAP-D”) assessment.	No Results unavailable
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in language composite on the LAP-D assessment.	Yes 83% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor
K-2 Literacy Growth Targets		
2012-13	60% of kindergarten through first-grade students will advance at least one level in in reading on the Dynamic Indicators of Basic Early Literacy Skills Assessment (“DIBELS”).	Yes 67% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor

Early Childhood Literacy Achievement Targets		
Year	Target	Target Met?
2011-12	65% of kindergarten through second-grade students will score “low risk” for reading (in English) on the DIBELS assessment.	Yes 79.6% of students scored “low risk” on the DIBELS assessment.
	65% of kindergarten through second-grade students will score “low risk” for reading (in Spanish) on the IDEL assessment.	Yes 65.6% of students scored “low risk” on the IDEL assessment
2012-13	60% of kindergarten through second-grade students will score proficient or higher in reading on the IDEL assessment.	Yes 74% of students met this goal
2013-14	Rate of kindergarten through second grade students achieving one year of growth or scoring proficient on the Indicadores Dinámicos del Éxito en la Lectura	80.9% of students Exceeded 60% EC PMF Score

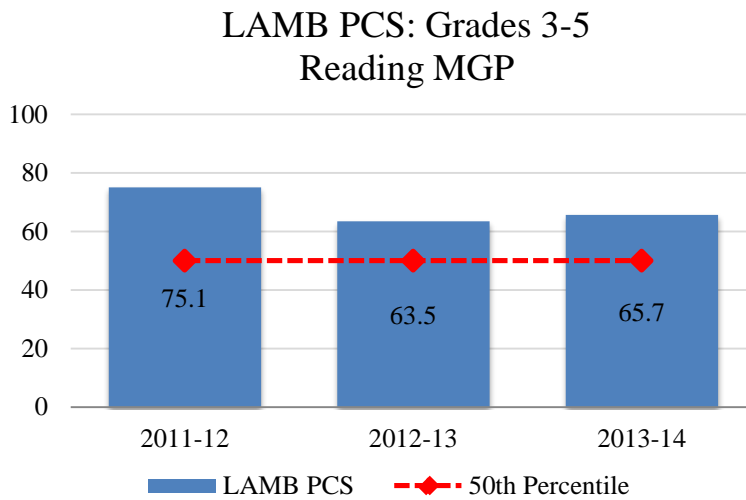
DC CAS Reading Proficiency

Third through fifth graders consistently out-performed their DC peers in reading proficiency over the past three years.



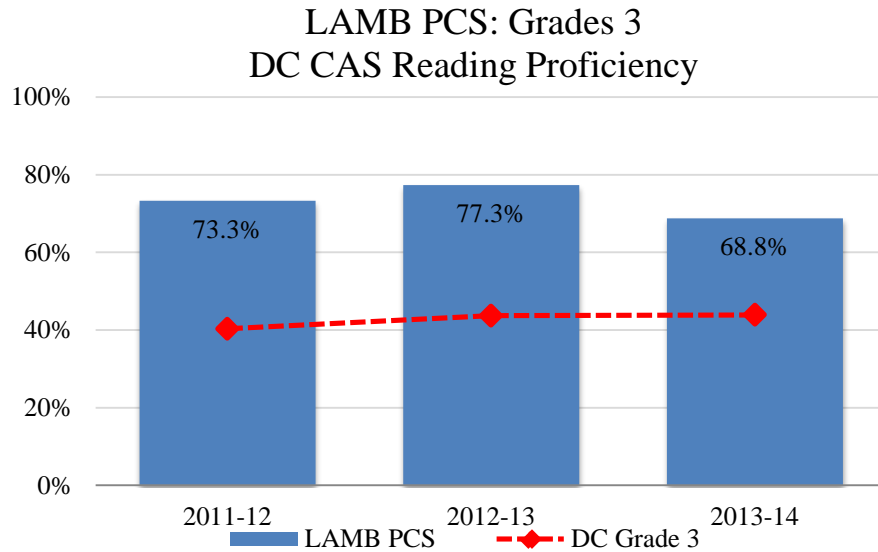
DC CAS Reading Growth

Third through fifth grades also showed growth greater than their peers, with scores ranging from 63.5 to 81.6.



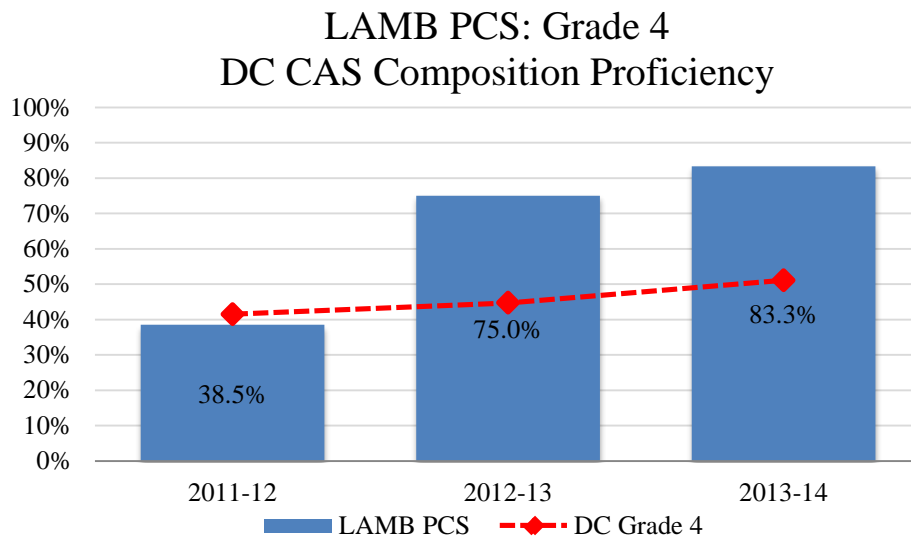
DC CAS Third Grade Reading Proficiency

The third grade is a critical gateway year for childhood literacy. LAMB PCS's third graders showed higher reading proficiency than the state average over the past three years.



DC CAS Composition Proficiency

Although the school's proficiency fell below the city average in 2011-12, proficiency rates improved by almost 40 percentage points in 2012-13, resulting in rates 20 percentage points higher than the city average.



Subgroup Reading Proficiency

SWDs and ELL students outperformed the state average of these subgroup in all review years, as set forth in the tables below.

Reading Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
LAMB PCS	50.0%	50.0%	45.5%	41.7%
State Average (Grades 3-5)	18.2%	19.2%	21.0%	20.9%

Reading Proficiency Among English Language Learner Students				
	10-11	11-12	12-13	13-14
LAMB PCS	Not reported	55.0%	65.2%	48.0%
State Average (Grades 3-5)	37.4%	34.3%	38.8%	36.2%

Qualitative Evidence

PCSB reviewers observed many examples of students learning these literacy skills.

Early childhood students independently read books of their own choice in various classrooms, in both English and Spanish. During a pull-out session, the teacher gave two students flash cards with pictures and words and asked them to identify the word in Spanish. The teacher also worked individually with one of the students to properly identify the letters of the alphabet in English. Students throughout early childhood classrooms practiced letters and sounds in English and Spanish. Teachers pulled small groups to focus on English instruction and (separately) to focus on Spanish reading development.

...

In English classes in upper grades, students independently chose the books they wanted to read and spent class time reading quietly. Students worked on the “100 Book Challenge.” Students can obtain prizes for reading up to 100 books during the year. Teachers gave whole-group lessons focused on sequencing, decoding different parts of a story, and discussing the story’s themes. Teachers also promoted English literacy by asking students to read to them, challenging students to try more difficult books, and modeling reading with fluency.²⁷

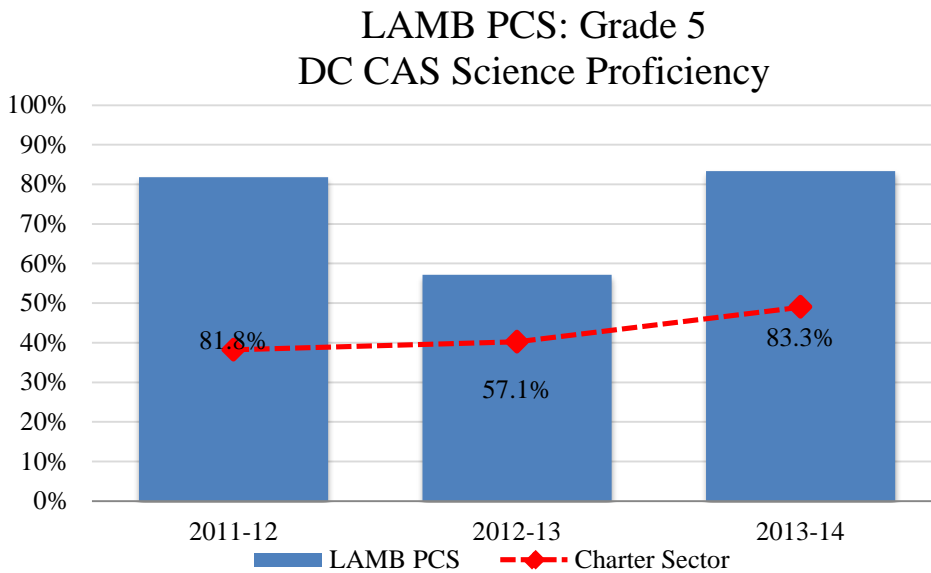
²⁷ See Appendix G.

4. Teach developmentally appropriate science concepts, pre-school through third grade.

Assessment: **LAMB PCS met this goal.** A review of the school’s records, as well as qualitative evidence, supports that the school is teaching developmentally appropriate science concepts. School records demonstrate that teachers are planning instruction around science concepts in all grades, and students are practicing, improving, and mastering these concepts. PCSB reviewers saw teachers facilitating lessons on various science-related topics. Additionally, LAMB PCS students who remain at the school through fifth grade have exceeded the state average on the DC CAS science assessment each year since 2011-12, also indicating that the school has met this goal..

DC CAS Science Proficiency

LAMB PCS fifth grade students have exceeded the state average on the DC CAS science assessment each year since 2011-12.



School Records

The MRX documents submitted by LAMB PCS indicated that students received lessons in science-specific topics, such as Biology, Zoology, Botany, Chemistry, and Earth Science.²⁸ Student Progress Analysis, Cumulative Report, and Student Activity records demonstrated that students receive scores and comments in their science lessons.

Qualitative Evidence

The following qualitative evidence supports the school met this goal.

One teacher presented a lesson to a small group of students about the life cycle of a plant. Another teacher worked with a small group of students on a set of pictures, including a picture of a fish, single-cell organism, bird,

²⁸ See Appendix H.

plant, and mammal. Students were asked to identify the organisms that were most alike. There were science experiments with plants placed around the room in a few classrooms, though the review team did not see the students actually conducting any experiments.²⁹

5. **Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.**
6. **Teach concentration, independence, and small motor skills as well as specific task mastery.**

Assessment: **LAMB PCS met these goals.** PCSB’s QSR and review of MRX documents demonstrates that the school is teaching sensorial skills, concentration, independence, small motor skills, and specific task mastery.

School Records

MRX documents indicate that the school is teaching and evaluating students’ concentration, independence and small motor skills as well as specific task mastery. Specifically, Primary students are taught and evaluated in “Sensorial,” “Social Emotional,” and “Practical Life” subject areas. “Sensorial” lessons include topics such as “Visual Discrimination,” “Tactile Discrimination,” “Auditory Discrimination,” and “Olfactory Discrimination.” Students are taught and evaluated on their motor skills and mastery of tasks such as “Puts on and takes off his/her jacket,” “Clean his/her nose,” “Dress and undress independently,” and “Eats independently.” Students demonstrate independence and concentration through lessons such as “Maintain his belongings in order,” “Keeps work in his/her folder,” and “Selects work spontaneously.” Lower and Upper Elementary students are evaluated on “Work Skills”, including “Ability to work independently,” “Demonstrates concentration,” “Follows written directions,” and “Demonstrates self-motivation.”

Qualitative Evidence

The QSR team observed the following in support of this goal.

widespread use of sensory materials across classrooms and noticed how they were used to teach concentration and fine motor skills. Students used boards with raised letters to trace and practice how to form letters as teachers emphasized the letter sounds. Students in early childhood classrooms practiced fine motor skills as they worked on putting hummus on crackers with utensils. Students also colored, drew pictures, and made artwork out of beads.

...

During a lesson about the life cycle of a plant, the teacher had students touch, see, and smell an actual plant. Students worked on fine motor skills

²⁹ See Appendix H.

as they cut out objects from paper. In an early childhood classroom, the teacher worked with a student to learn to tie a knot independently. Another teacher showed an early childhood student how to pour water using a small pitcher and cups and asked the student to practice on their own.³⁰

7. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.

Assessment: **LAMB PCS has met this goal**, based on PCSB’s review of its Classroom Assessment Scoring System (“CLASS”) scores and the school’s QSR findings.

Classroom Assessment Scoring System

CLASS is an observational tool that provides a common framework for measuring the quality of classroom interactions that promote children’s development and learning. In the 2013-14 school year, the DC Office of the State Superintendent of Education (“OSSE”) contracted with an external vendor to administer observations of pre-kindergarten classrooms in all DC public schools with early childhood programs. Each school received ratings across three domains:

- *Emotional Support* – how well teachers promote a positive classroom climate
- *Classroom Organization* -- how well teachers manage children's behavior, time and attention
- *Instructional Support* – how well teachers implement the curriculum to promote cognitive and language development

In its initial year of participation in this system, which gives classrooms scores on the scale of 0 to 7, with 7 meeting all of the domain’s standards, the school ranked among the top ten DC charter schools in the Emotional Support and Classroom Organization categories. However, the school scored below the state average in Instructional Support.

	Emotional Support	Classroom Organization	Instructional Support
LAMB PCS	6.0	5.7	2.2
State Average ³¹	5.5	5.1	2.5

Qualitative Evidence

The following qualitative evidence supports that the school met this goal:

Students chose their learning tasks as teachers closely monitored progress. Through the use of work plans, students planned their weekly and daily learning tasks. Teachers empowered students to accomplish learning tasks

³⁰ See Appendix G.

³¹ Included in this average are scores of (1) charter schools; (2) DCPS schools; and (3) pre-school classes operating as part of a community-based organization.

by modeling, followed by guided practice. Students had access to sensory materials that allowed them to learn through multiple modalities. Students demonstrated their appreciation for learning throughout classrooms as they stayed on-task, asked content-related questions, and moved efficiently from one learning task to the next.

One member of the QSR team observed a Second Step class (the school's class focused on social emotional competency) which focused on the four skills for learning: (1) quiet voice, (2) body still, (3) listening, and (4) self-talk. The students listened to a song about the skills and then recited them.³²

8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.

Assessment: LAMB PCS met this goal. The school provided several examples of students using technology as part of the school's educational program, as follows. "While the QSR team saw computers in some classrooms and the use of some SMART Boards to display questions or content, team members did not see students using technology themselves."³³

- The school uses 150 desktops, laptops, chrome books, and iPads. There are smart boards and other technological devices in the classroom as well.³⁴
- In 2013-14, LAMB PCS students participated in a program offered by IVECA ("Intercultural Virtual Exchange of Classroom Activities") and engaged with a South Korean elementary school class. Students discussed culture, music, and art.³⁵
- Students use technology to prepare their presentations for the monthly Peace Ceremony.³⁶
- Students made an introduction video for fellow students to ease the transition from the Missouri Avenue campus to the South Dakota campus.³⁷
- The special education team uses iPads Apps during occupational and speech therapy.³⁸
- Students practice math and reading skills using Study Island, which is academic software.³⁹
- Some of the standardized assessments administered by the school are computerized, including easyCBMath, SRI Spanish Comprehension, DIBELS, and IDEL.
- Students use Google Apps for Education. Each Upper Elementary student has an individual school email account.⁴⁰

³² See Appendix G.

³³ See Appendix G, p. 9.

³⁴ See technological submission from the school, attached to this report as Appendix I.

³⁵ See Appendix I.

³⁶ See Appendix I.

³⁷ <https://www.youtube.com/watch?v=pzSG1KrUxpo&feature=youtu.be>.

³⁸ See Appendix I.

³⁹ See Appendix I.

- Some lesson plans focus on technological learning.⁴¹

9. Present materials in areas of social studies, history of the universe, and geography.

Assessment: **LAMB PCS has met this goal**, based on PCSB’s review of the school’s records

Program Description

LAMB PCS’s science and social studies curricula “form[] the basis of the elementary curriculum with language arts and mathematics covered in integrated, inter-disciplinary units of study.”⁴² Noting that its elementary students “exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy,” the school focuses its elementary programming in these subject areas.

School Records

PCSB review of MRX lesson plans and student records demonstrate that students are being taught and evaluated on social studies, history of the universe and geography topics. Lesson plans contain specific topics to be covered, such as Government, Geography, and Ancient Civilizations, and various lessons include out-of-class field trips to the Native American Museum, Great Falls, the Capitol Visitor’s Center, Embassies, and various art galleries.⁴³

10. Present a variety of activities in arts and crafts.

Assessment: **LAMB PCS has met this goal.** The school has one dedicated music teacher and one art teacher who serve all grades, and presents many opportunities for students to participate in the arts through its core curriculum.

School Records

MRX documents for Primary and Upper Elementary levels include specific art lesson plans, including the sequence of lessons and details on the topic of each lesson. MRX student reports include evaluations of students’ art skills in all grade levels.

Qualitative Evidence

PCSB observations support that the school met this goal.

The school’s schedule confirmed specific times designated for art class in each classroom. Colored pictures and drawings hung on walls throughout classrooms and hallways. Students worked on art projects during their work blocks (not necessarily during designated “art” time) such as using colored beads to create pictures.

⁴⁰ See Google apps permission form, attached to this document as Appendix J.

⁴¹ See Spanish lesson plan.

⁴² See Appendix A, p. 4.

⁴³ See science and social studies documents, attached to this report as Appendix K.

One member of the QSR team observed a lower elementary art class where students worked on a craft project for Valentine’s Day. The teacher had told students to bring objects and materials from their homes to make a visual display board. The teacher then gave students colorful paper, glue guns, and blank canvases.⁴⁴

Arts Events

LAMB PCS holds many arts events throughout the year, including:

- The arts and PE teachers put on an annual Arts Festival with all LAMB PCS students. As described in the school’s annual report, “[t]he program included displays of student artwork, the opportunity for selected artists to talk with parents and visitors about their work, and musical and dance performance by elementary students.”⁴⁵
- The school participates annually in the National Cherry Blossom Festival Youth Art Contest. In 2013, LAMB PCS students’ artwork was on display in Union Station.⁴⁶
- In 2013, the school’s Parent-Teacher Organization held a fundraiser where students were invited to make crafts, among other activities.⁴⁷
- The school community participates in a monthly Peace Ceremony, in which “students and classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community.”⁴⁸
- Parent volunteers conduct after school classes in chorus and Latin dance, and their students perform at the year-end Peace Ceremony.⁴⁹

11. Teach independence and self-direction in an atmosphere of free choice.

Assessment: **LAMB PCS has met this goal.** PCSB observed evidence in MRX and during the QSR that the school was teaching students independence and self-direction in an environment that allows students to be in control of their learning experience. For instance, students host and perform at the monthly schoolwide Peace Ceremonies. More evidence that the school met this goal is described below.

School Records

MRX lesson plans and student evaluations indicate that students learn to work independently and are allowed to pursue activities according to their self-directed interest. The “atmosphere of free choice” that is encouraged at LAMB PCS is demonstrated through the varying records of students of the same

⁴⁴ See Appendix G.

⁴⁵ See Appendix A, p. 29.

⁴⁶ See Appendix A, p. 27.

⁴⁷ See Appendix A, pp. 26-27.

⁴⁸ See 11-12 Annual Report, p. 10, attached to this report as Appendix L..

⁴⁹ See Appendix C, p. 28.

age and class. Different students are graded on different activities because students have the independence to pursue their own interests on their own initiative.

Students at all grade levels are specifically graded on skills that demonstrate independence and self-direction. At the Primary level, students are evaluated on “Autonomia” skills such as: “[s]elects work spontaneously,” “[a]ssume[s] responsibilities in the class,” and “[a]ble to carry out small responsibilities.” At the Lower and Upper Elementary levels, students are evaluated on skills such as self-motivation, “[c]omplet[ion of] work cycle,” and “[a]bility to work independently.”

Qualitative Evidence

Qualitative evidence observed by PCSB supports that the school met this goal.

The Montessori philosophy of instruction, including an emphasis on independence and self-direction, was evident throughout all of the observations. Students directed their own learning with work plans and used concrete materials in learning centers. Examples of learning centers included (1) a mat laid out with counting strings of beads in various combinations of numbers (stored in Montessori bead cabinets), (2) geometric solids with geometric stamps, (3) visual cards, (4) three dimensional shapes with matching cards, and (5) snack stations where students worked on motor skills by practicing putting hummus on crackers. Students also exercised choice in the learning tasks they completed, and completed tasks at their own pace.

...

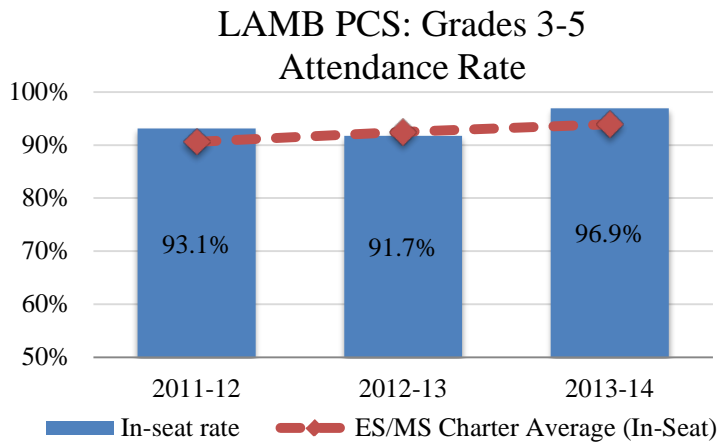
Teachers re-enforced an expectation of independence by guiding students to complete their learning tasks without interfering with other students. Free choice was evident throughout all of the classrooms. In one early childhood classroom, the teacher had headphones available for students who needed them to focus.

12. Students in kindergarten through sixth grade will maintain high levels of attendance.

Assessment: **LAMB PCS met this goal.** The school has met all early childhood attendance Accountability Targets since 2010-11, and its third through fifth grade attendance has been at or above the charter school average.⁵⁰

⁵⁰ Average DC Charter school attendance is calculated for grades three through eight.

PK Attendance Targets		
Year	Target	Target Met? ⁵¹
2010-11	On average, preschool and pre-kindergarten students will attend school 85% of the days.	Yes The average daily attendance was 97.0%.
2011-12	On average, pre-kindergarten-3 pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 98%.
2012-13	On average, pre-kindergarten-3 pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 96.4%.
2013-14	In-Seat Attendance Rate - pre-kindergarten-3 and pre-kindergarten-4 students.	94.6 Above EC PMF Floor of 80.0%
K-2 Attendance Targets		
2010-11	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97.0%.
2011-12	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97%.
2012-13	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97.6%.
2013-14	In-Seat Attendance Rate - kindergarten through second-grade students	95.9% Above PMF floor of 80.0%

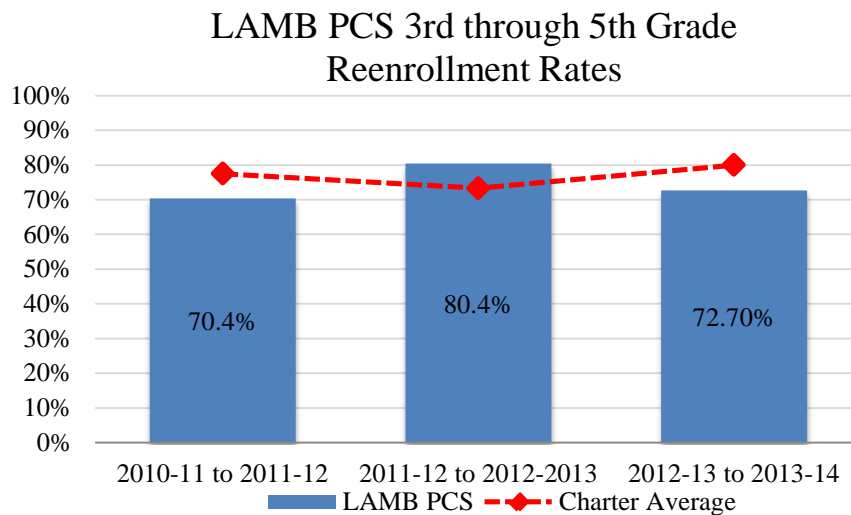


⁵¹ Attendance rates are calculated using the In-Seat Attendance rate.

13. **Parents will show satisfaction with LAMB.**

14. **Students will show satisfaction with LAMB.**

Assessment: **LAMB PCS has met these goals.** PCSB assessed these goals together given their common supporting evidence – student reenrollment and the results of the parent survey administered by the school . Since 2010-11 the school’s reenrollment rate has been at or below the charter sector average. In 2013-14, PCSB calculated early childhood students’ reenrollment rate – LAMB PCS’ early childhood students had a 94.8% reenrollment rate. The school’s reenrollment rate has been affected in the upper grades as families transition from elementary school to secondary schools. The school’s enrollment policy allows for new students to enroll in the pre-kindergarten grades only due to the dual-language Montessori instruction. This has led to the fourth and fifth grade classes, which are taught together, to have many fewer students than the early grades. This trajectory will likely change somewhat due to the school’s recent amendment to add grades 7-12 and to become a partner-school to DCI. DCI will serve students through the twelfth grade and offer students an International Baccalaureate diploma with the opportunity to earn the bilingual degree.



Parent Survey

In 2013-14, LAMB PCS conducted a survey of 176 parents, the results of which support that the school met this goal. The survey asked parents whether they were “very satisfied,” “somewhat satisfied,” “neutral,” “somewhat dissatisfied,” or “very dissatisfied,” with specific aspects of the school, with results as follows:⁵²

- 86% of parents were very satisfied with LAMB overall.
- 78% were very satisfied with the education at LAMB.
- 78% were “very satisfied” with the Montessori approach.
- 89% were very satisfied with the teachers.
- 57% were very satisfied with the administrators

⁵² See LAMB PCS survey results, attached as Appendix M.

- 64% were very satisfied with their child’s academic performance
- 66% were very satisfied” with the school’s responsiveness.

15. Students will demonstrate social emotional competency through Second Step instruction.

Assessment: **LAMB PCS has met this goal.** Developing students’ social-emotional competencies is a primary focus of LAMB PCS. Students are regularly instructed using Second Step, a social-emotional curriculum produced by the Committee of Children, a nonprofit organization that “promot[es] social-emotional learning and the prevention of bullying, child abuse and youth violence through education.”⁵³

Qualitative Evidence

Qualitative evidence observed by PCSB supports this goal.

...{T}eam members...noted that students were generally well behaved and polite to each other. During Second Step class, students sat on the carpet and discussed...the four skills for learning, self-confidence, and coping mechanisms for stress. The teacher led the discussion on self-confidence using a poster from the Second Step curriculum with a picture of a girl that looked distressed and one who looked confident...[and] led a class discussion about identifying the emotions from the poster. Students demonstrated their emotional competency through their participation. A number of students voluntarily raised their hands and were able to articulate their emotions surrounding how people know they have self-confidence and when they don’t feel confident..

In the other Second Step class, the teacher guided students through breathing exercises to help them focus. The teacher held up posters with different sentences and students chose which one they agreed with; sentence pairs included, “Listening with attention helps me learn. Listening with attention helps me play,” and students had to choose the answer based on what they had reviewed during the class. The discussion then moved to respect, and how students can show respect for their peers and for their teacher. Students actively participated in the discussion and offered ways to show respect, such as looking someone in the eye, listening attentively, and facing the speaker.⁵⁴

⁵³ See www.cfchildren.org.

⁵⁴ See Appendix G.

COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires 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.”⁵⁵ The SRA also contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Since 2010-11, PCSB has found in its annual compliance reviews that LAMB PCS has been in substantial compliance with all applicable laws detailed in the table below.

Compliance Item	Description	School’s Compliance Status 2010-11 to present
Fair enrollment process 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.	In 2011-2012, the school’s application included “language that is not allowable.” ⁵⁶ This issue was resolved.
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁵⁷ and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety 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. ⁵⁸ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and 	Compliant since 2010-11

⁵⁵ D.C. Code § 38.1802.12(c).

⁵⁶ See LAMB PCS 2011-2012 Compliance Review, attached to this report as Appendix N.

⁵⁷ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁵⁸ D.C. Code § 38.1802.04 (c)(4)(A).

	regulations.	
Equal employment 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 2010-11
Insurance As required by the school’s charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses 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 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act (“ESEA”)	DC charter schools receiving Title I funding must employ “Highly Qualified Teachers” as defined by ESEA.	In 2011-12, LAMB PCS did not provide evidence to PCSB that non-HQ staff were on action plans. ⁵⁹ This issue was resolved.
Proper composition of board of trustees D.C. Code § 38-1802.05	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 2010-11
Accreditation Status 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 2010-11

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize 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 PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed. LAMB PCS did not submit required documentation regarding three contracts in 2010-11.

⁵⁹ See Appendix N.

Year	Qualifying contracts executed by LAMB PCS	Corresponding documentation submitted to PCSB
2010-11	6	3
2011-12	0	-
2012-13	0	-
2013-14	Data not finalized when this report was published	-

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act (“IDEA”)⁶⁰ and the Rehabilitation Act of 1973.⁶¹ The following section summarizes LAMB PCS’ special education compliance from 2011-12 to the present.

References to Special Education in School Charter

References in a school’s Charter to special education must comply with special education laws. LAMB PCS’ description of serving special education students is appropriate.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of LAMB PCS’ special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.⁶² Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2011 Annual Determination reports (based on the school’s 2011-12 performance).

In 2010, OSSE found that LAMB PCS was 74% compliant with special education requirements, with OSSE noting that LAMB “needs assistance” in fulfilling all applicable federal and local special

⁶⁰ 20 U.S.C. §1413(a)(5).

⁶¹ 29 U.S.C. § 794a *et seq.*

⁶² As required by federal regulation 34 C.F.R. § 300.600(c).

education regulations.⁶³ In 2011, OSSE found that LAMB PCS was 94% compliant, noting that LAMB met all applicable federal and local special education requirements.⁶⁴

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.

In 2014, OSSE published an on-site Compliance Monitoring Report of LAMB PCS based on the school’s 2013-14 compliance.⁶⁵ The school was required to implement corrections in the following areas:

Student-Level Compliance	
Compliance Area	Number of indicators where correction was required
Initial Evaluations and Reevaluations	2 out of 8
IEP Development	8 out of 15
Least Restrictive Environment	0 out of 2
Total indicators where corrections were required	10 out of 25

LEA-Level Compliance	
Compliance Area	Number of indicators where correction was required
Extended School Year	0 out of 1
Least Restrictive Environment (LEP)	0 out of 1
Individualized Restrictive Environment (IEP)	0 out of 1
Data	0 out of 2
Dispute Resolution	0 out of 2
NIMAS	0 out of 1
Fiscal	8 out of 21
Total indicators where corrections were required	8 out of 29

⁶³ See FFY 2010 IDEA Part B LEA Performance Determination, attached to this report as Appendix O. OSSE assigns to each LEA one of the following “Determination Level”: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁶⁴ See FFY 2011 IDEA Part B LEA Performance Determination, attached to this report as Appendix P.

⁶⁵ See 2013-14 On-Site Monitoring Report Attachments, attached to this report as Appendix Q.

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE's DC Corrective Action Tracking System Database ("DCCATS"), LAMB PCS was found to be fully compliant during the review period.

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of June 2014, the Blackman Jones Database shows LAMB PCS has no HODs or SAs.

FISCAL REVIEW

STANDARD OF REVIEW

The SRA requires PCSB to revoke a school's charter if 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.

SUMMARY OF FINDINGS

LAMB PCS was identified as a fiscally high performing school by PCSB in FY2013. The School has demonstrated a consistent history of enrollment growth towards stable financial performance and position. The School is economically viable, and has no pattern of fiscal mismanagement and no pattern of non-adherence to GAAP.

FINANCIAL OVERVIEW

The following table provides an overview of the LAMB PCS' financial information over the past four fiscal years. The school is in good financial health. The school has increased its net asset position each year since 2010, in part due to receiving additional public funding as it enrolled more students (from 172 students in 2010 to 273 in 2013).

	Audit Year			
	2010	2011	2012	2013
Audited Enrollment	172	199	263	273
Total DC Funding Allocation	\$2,743,230	\$3,017,157	\$4,664,366	\$4,785,838
Total Federal Entitlements and Funding	184,956	216,131	382,352	140,284
Unrestricted Cash and Cash Equivalents on 6/30/14	478,607	805,625	1,745,540	966,858
Total Assets	10,328,186	10,367,105	11,209,279	10,292,872
Total Current Assets	634,853	973,254	2,086,778	1,184,441
Total Liabilities	7,872,911	7,814,680	7,834,023	6,465,408
Total Current Liabilities	541,396	673,968	2,105,154	812,308
Net Asset Position	2,455,275		3,375,256	3,827,464
Total Revenues	3,057,258	3,433,130	5,362,861	5,335,263
Total Expenses	3,042,030	3,335,980	4,540,030	4,883,055
Change in Net Assets	\$15,228	\$97,150	\$822,831	\$452,208

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past four years, which are in line with PCSB's financial metrics for general education public charter schools.

	2010	2011	2012	2013
Total Personnel Salaries and Benefits	\$1,652,092	\$1,984,353	\$2,839,913	\$3,337,085
Total Direct Student Costs	(not detailed)	\$263,781	\$432,820	\$268,966
Total Occupancy Expenses	\$644,227	\$903,897	\$1,022,849	\$1,055,550
Total Office Expenses	(not detailed)	\$65,476	\$103,348	\$70,943
Total General Expenses	\$745,711	\$118,473	\$141,100	\$150,511
Operating Surplus/(Deficit)	\$15,228	\$97,150	\$822,831	\$452,208
as a percent of revenue				
Total Personnel Salaries and Benefits	54%	58%	53%	63%
Total Direct Student Costs	0%	8%	8%	5%
Total Occupancy Expenses	21%	26%	19%	20%
Total Office Expenses	0%	2%	2%	1%
Total General Expenses	24%	3%	3%	3%
Operating Surplus/(Deficit)	0%	3%	15%	8%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of LAMB PCS establish that the School has adhered to GAAP. The auditor expressed unqualified opinions on the financial statements in each of the past four fiscal years, with no material weaknesses or significant deficiencies identified. The following table provides a summary of the school's audit results. The School was exempt from Single Audit Act reporting requirements under OMB Circular A-133 in each of the last four fiscal years as the School expended less than \$500,000 in Federal awards each year. The FY2010 finding was due to the school not bidding out qualifying procurement contracts. The school has since cured this point of noncompliance.

	FY2010	FY2011	FY2012	FY2013
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unqualified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	Yes	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	N/A	N/A	N/A	N/A
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	N/A	N/A	N/A	N/A
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	1	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	N/A	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may preclude insolvency.	N/A	N/A	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. PCSB’s FY2013 FAR study indicates strong financial management at LAMB PCS. The school reported an Operating Surplus in each of the past four fiscal years. Cash Flow from Operations was approximately \$1 million in FY2013 and FY2012.

On June 26, 2013, the School entered into a \$5.7 million term loan with the Manufacturers and Traders Bank (“M&T Bank”), to consolidate and refinance all existing debt related to the purchase and renovation of the school’s Missouri facility. The loan proceeds were used to extinguish \$5.7 million in debt with United Bank, Building Hope, and the Reinvestment Fund from multi-party 2008 financing.

The school has disclosed some related party relationships:

- A board member of the school is an employee of Building Hope. America’s Charter School Finance Corporation (an affiliate of Building Hope) has provided a limited loan guarantee.
- Charter School Incubator Initiative (also an affiliate of Building Hope) provides additional operating facilities through lease agreements for buildings at 3825 18th Street, NE (Taft Building) and 1600 Taylor Street, NE. A board member of the school is an officer on the board of Charter School Incubator Initiative.

ECONOMIC VIABILITY

LAMB PCS is economically viable. Indicators of financial performance, liquidity, debt burden, and sustainability were all within norms for DC charter schools in FY2013. The following tables provide a summary of financial results for the past four fiscal years. Areas of Concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

LAMB PCS’s financial performance has been satisfactory, reflecting effective management of operating and financing activities during land and building acquisition.

	of Concern	2010	2011	2012	2013
Operating Surplus/(Deficit)	< 0	\$15,228	\$97,150	\$822,831	\$452,208
Earnings Before Depreciation	< 0	\$15,228	\$360,696	\$1,090,884	\$807,640
Aggregated 3-Year Total Margin	<1.5	(not measured)	1.70%	7.90%	9.70%

Liquidity

The school's liquidity is good, with all measures within norms for DC charter schools in each of the past four fiscal years.

	Indicator of Concern	Audit Year			
		2010	2011	2012	2013
Current Ratio	< 0.5	1.2	1.4	1	1.5
Days of Cash On Hand	< 30	57	87	138	71
Cash Flow from Operations	< 0	\$150,264	\$546,005	\$1,164,160	\$902,226
Multi-Year Cumulative Cash Flow	< 0	(not measured)	\$805,625	\$1,266,933	\$161,233

Debt Burden

LAMB PCS's debt burden is satisfactory, reflecting responsible management of working capital and cash flow. The M&T Bank financing calls for consecutive monthly installments of principal and interest each payable over a seven-year period based on a 25-year amortization, with a balloon payment in June 26, 2020. An interest rate swap agreement is in place with the bank to hedge floating rate exposure. The school's debt service ratio spiked to 17.1% in FY2011 but has since come down to 9.5% in FY2013. Debt service ratio is tied to revenue so even though the amount of debt didn't decline significantly in 2012, the school's ratio came down due to higher revenue when enrollment increased.

	Indicator of Concern	Audit Year			
		2010	2011	2012	2013
Debt Ratio	> 0.92	0.76	0.75	0.70	0.63
Debt Service Ratio	> 10.0%	3.5%	17.1%	11.2%	9.5%

Sustainability

The school's sustainability is positive, with consistent growth in its net asset position to \$3.8 million at June 30, 2013. Its primary reserve ratio is within norms for DC charter schools in each of the past four fiscal years.

Indicator of Concern	Audit Year			
	2010	2011	2012	2013
< 0	\$2,455,275	\$2,552,425	\$3,375,256	\$3,827,464
< 0.00	0.81	0.74	0.74	0.78