

District of Columbia
Public Charter School Board

*2009
School
Performance
Reports*

**Individual Performance Reports
for each D.C. Public Charter School
operating during the 2008–2009 school year**

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD
3333 14th Street, NW, Suite 210
Washington, DC 20010
www.dcpubliccharter.com

March 2010

D.C. Public Charter School Board

The Board's **vision** is to lead the transformation of public education in DC, and serve as a national role model for charter school authorizing and accountability.

The Board's **mission** is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and,
- Active engagement of its stakeholders.

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About the 2009 School Performance Reports

The D.C. Public Charter School Board (PCSB) has produced a detailed annual performance report for each school under its oversight since 1999. Each school report provides a school profile, including enrollment, attendance and discipline, demographic, graduation and college acceptance data; a review of the PCSB's evaluations of each school's academic, financial, compliance and governance performance, as well as board actions; test data, and each school's self-described unique accomplishments. The reports are intended to be a resource for consumer decision-making and public accountability. The notes on page 5 and 6 explain each section of the school performance report and the source of the data, as appropriate.

The 2009 School Performance Reports include data collected during the 2008–2009 school year. As the sole chartering authority in Washington, D.C., the D.C. Public Charter School Board remains committed to its role as a partner in the city-wide effort to raise student academic achievement and improve public education in D.C., by providing families with quality public charter school options.

2008–2009 Charter School Profile

Number of schools	60
Number of campuses	96
Number of students enrolled	25,568
% low-income	65
% English-language learners	7
% special education	11
% African- American	88
% Latino/Hispanic	8
% Caucasian	3
% Asian/Pacific Islander	1
% Native American	0
% Other	0

Source: PCSB On-Line Attendance Management System

Results of the District of Columbia Comprehensive Assessment System (DCCAS)

The table below shows the percentage of the total student population that was proficient or advanced in reading and math skills. The number of students included in the testing group is also indicated. Schools that made Adequate Yearly Progress (AYP), according to the No Child Left Behind (NLCB) Act are highlighted.

School Name	# of Students tested	Reading % Proficient	Math % Proficient
ELEMENTARY SCHOOLS			
Academy for Learning through the Arts PCS	32	50.00	18.76
Achievement Preparatory Academy PCS	55	56.37	81.82
Arts and Technology Academy PCS	300	44.04	40.67
Capital City PCS	144	71.53	62.50
Center City PCS Brentwood Campus	46	28.26	17.03
Center City PCS Brightwood Campus	116	43.10	26.72
Center City PCS Capitol Hill Campus	130	31.54	18.46
Center City Congress Heights Campus	134	36.57	23.88
Center City Petworth Campus	133	39.10	34.59
Center City PCS Shaw Campus	144	37.50	21.53
Center City PCS Trinidad Campus	137	43.80	25.55
Childrens Studio School of the Arts and Humanities PCS	31	38.71	25.80
Community Academy PCS Amos I	138	47.82	57.25
Community Academy PCS Amos III	49	20.41	22.45
Community Academy Butler Bilingual Campus	14	28.57	50.00
Community Academy Online (Made AYP)	59	74.57	60.34
Community Academy PCS Rand Campus	216	38.43	44.91
D.C. Bilingual PCS	57	43.86	33.33
D.C. Preparatory PCS Edgewood Elementary Campus	63	42.86	41.27
E.L. Haynes PCS	186	66.13	79.57
Elsie Whitlow Stokes Community Freedom PCS	141	59.57	65.03
Friendship PCS - Chamberlain Campus	367	31.61	35.15
Friendship PCS - Southeast Elementary Campus (Made AYP)	292	47.94	54.11
Friendship PCS - Woodridge Campus (Made AYP)	364	59.83	62.05
Hope Community PCS - Lamond Campus	27	48.14	22.22
Hope Community PCS - Tolson Campus	161	45.34	31.05
Howard Road Academy PCS - Howard Road Campus	358	29.89	29.05
Howard Road Academy PCS Jones Memorial - G St Campus	59	20.33	6.78
Howard Road Academy PCS - Pa. Ave Campus	15	6.67	13.33
Hyde Leadership Academy PCS - Lower	306	42.67	35.62
Ideal Academy PCS - North Capitol	149	43.63	43.63
Imagine Southeast PCS	28	35.71	21.43
Latin American Montessori Bilingual PCS	18	50.00	33.33
Mary Mcleod Bethune PCS - Brookland Campus	89	37.08	20.34

School Name	# of Students tested	Reading % Proficient	Math % Proficient
Meridian PCS	214	66.35	71.96
Nia Community PCS	72	31.95	31.95
Potomac Lighthouse PCS	74	31.08	14.86
Roots PCS - Kennedy Campus	36	58.34	22.22
Sail PCS	101	26.73	13.86
St. Coletta Special Education PCS (Made AYP)	89	80.89	79.77
Tree of Life PCS (Made AYP)	145	62.33	60.69
Two Rivers PCS	160	58.76	50.63
William E. Doar, Jr. PCS Edgewood Campus - Lower	128	35.94	28.90
William E. Doar, Jr. PCS Soldiers Home	53	35.85	11.32
SECONDARY SCHOOLS			
Academia Bilingue de la Comunidad PCS	65	30.77	26.15
Barbara Jordan PCS	55	34.55	20.00
Booker T. Washington (Made AYP)	54	38.89	22.22
Capital City PCS Upper School	76	55.26	42.1
Cesar Chavez PC Middle School Bruce Prep Campus	129	55.04	57.36
Cesar Chavez PCS - Capitol Hill (Made AYP)	91	56.05	62.64
Cesar Chavez PC Middle School Parkside Campus	457	40.26	45.22
City Collegiate PCS	83	49.39	45.78
D.C. Preparatory PCS Edgewood Middle School (Made AYP)	233	65.13	69.53
Friendship Junior Academy PCS - Blow-Pierce Campus	647	48.69	43.9
Friendship PCS - Woodson - Collegiate Academy	311	42.63	67.84
Hospitality High	34	41.18	14.71
Howard University Middle School (MS²) PCS (Made AYP)	281	72.95	70.1
Hyde Leadership Academy PCS - Lower	79	65.82	45.57
Idea PCS	203	42.87	40.88
Ideal Academy PCS - North Capitol	31	38.71	25.81
Kamit Institute For Magnificent - Achievers PCS (Made AYP)	56	42.86	35.08
Kipp DC: AIM Campus PCS	299	65.89	83.94
Kipp DC: KEY PCS	309	77.34	94.17
Kipp DC: WILL Academy PCS	239	60.25	73.64
Maya Angelou PCS - Evans	42	19.05	14.28
Maya Angelou PCS Middle School	187	31.01	40.11
Maya Angelou PCS - Shaw	25	40.00	32
Options PCS	248	9.68	8.47
Paul PCS	555	62.41	66.3
The SEED Public Charter School of Washington DC (Made AYP)	173	53.76	67.05
Thea Bowman	42	35.71	19.05
Thurgood Marshall (Made AYP)	75	66.67	72
Washington Latin PCS (Made AYP)	279	82.08	81.36
Washington Math Science and Technology	80	50.61	42.5
William E. Doar, Jr. PCS Edgewood Campus - Lower	114	40.32	31.58
Young America Works	63	23.8	12.31

Source: D.C. Office of the State Superintendent 2009 School Test Data

Notes

SCHOOL DATA

Grades served: the grade levels served during the 2008–2009 school year. Some charter schools add additional grades each year, which are not indicated in this figure.

Fall 2008 Enrollment: the total number of students enrolled in the school, according to the enrollment audit conducted by the State Education Office.

Re-Enrollment Rate: the number of students that were enrolled in October 2008, as a percentage of the number of students that were eligible to re-enroll in April 2008. 1st year schools did not have re-enrollment.

Average Attendance: the average rate of attendance, as compiled through the Online Management Attendance System (OLAMS) in which schools submit the daily attendance of each student.

Students Suspended (%): the percentage of the total student body that was suspended at any point during the school year, as compiled through the OLAMS.

Truancy: the percentage of enrolled students between the ages of 5 and 18 with 10 or more unexcused absences during the school year.

Students Suspended 5+ day (%): the percentage of students that were suspended for five or more days during the school year, as compiled through the OLAMS.

Student-Teacher Ratio: the ratio of students to the number of professional teachers in each classroom, submitted by each school, and verified during program development reviews.

2008 Graduation Rate: the percentage of students who graduated within five years of entering 9th grade, as reported and verified by PCSB staff.

of June 2009 Graduates: the number of students that fulfilled the requirements for graduation by June 30, 2009.

of Students Taking College Entrance Exams: the number of 12th grade students (or graduating 11th graders) taking college entrance exams during the school year, as reported by schools.

College Acceptance Rate: the percentage of students who entered the 12th grade in fall 2008, who received an acceptance letter from a college or university by June 2009. Submitted by each school and verified by PCSB staff.

% of Graduates Receiving Scholarships: the percentage of 12th grade students receiving college scholarships, as reported by schools.

Total Scholarship Dollars: total amount of scholarship dollars received by all graduates as of June 30, 2009, as reported by schools.

STUDENT DEMOGRAPHICS: Required by the No Child Left Behind Act (NCLB) legislation, and calculated as a percentage of the total student population.

Ethnicity: reported from parental identification of one or more of the ethnicity categories defined by the U.S. Census Bureau, during the fall enrollment process.

Low-income: the percentage of students that qualify under Title I guidelines for free or reduced-price lunch, based on figures reported in the October 2008 enrollment audit process.

Special Education: the percentage of students identified as requiring an Individualized Educational Plan (IEP), based on figures reported in the October 2008 enrollment audit process.

English-Language Learners: the percentage of students identified as having Limited English Proficiency/No English Proficiency, based on figures reported in the October 2008 enrollment process.

SELF STUDY REVIEW: PCSB review of each school's evaluation of its academic program, management practices, goals, benchmarks, and other measures against its charter agreement. PCSB staff and consultants review the self-study with school leaders and verify the data provided by schools. New charters (and expansion campuses) that opened in 2008.

PROGRAM DEVELOPMENT REVIEW: The PCSB reviews the quality of the academic program against benchmarks, and accountability plan targets; schools may undergo annual program development reviews each year, until their reviews show consistent progress and quality. Schools that consistently receive high ratings in each category are scheduled to be reviewed in the third and fifth year of the five-year cycle.

FINANCIAL MANAGEMENT REVIEW: Public charter schools are required to submit annual financial audits, which are performed by approved independent auditors. In addition, schools with a history of timely and accurate reporting submit quarterly financial statements to the PCSB. First year schools, and schools that demonstrate financial management deficiencies are required to submit monthly financial statements to the PCSB. Financial Management reporting is based on the FY 2008 audits, which were submitted in November 2008.

BOARD ACTIONS: Official decisions made by the D.C. Public Charter School Board concerning the school during the 2008–2009 school year. All decisions are made during monthly meetings, which are open to the public.

UNIQUE ACCOMPLISHMENTS: Submitted by each public charter school.

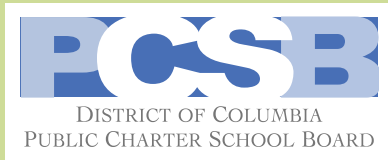
SPRING 2009 DC-CAS PERFORMANCE: In April 2009, all public schools in the District of Columbia administered the DC Comprehensive Assessment System (DCCAS). The assessments were administered to students in grades 3–8 and 10. This report provides performance levels for the grade levels tested in each school.

NUMBER OF STUDENTS INCLUDED IN THE ANALYSIS: The number of students in grades 3–8 & 10 who were tested, and were counted in the October enrollment audit. Early childhood and adult education programs did not administer the assessments.

PERCENTAGE OF STUDENTS SCORING AT THE PROFICIENT LEVEL AND ABOVE BY YEAR: Percentage of students who performed at grade level proficiency or advanced compared for each year students were tested. Only students present for tests in both years were included.

PERCENTAGE OF STUDENTS WITH GAINS: Percentage of students who made at least one year's academic progress since the previous year's test.

PERFORMANCE LEVELS BY GRADE: The percentage of students performing at each proficiency level, by year and by grade level.



District of Columbia
Public Charter School Board

2009 School Performance Reports

Early Childhood Programs

EARLY CHILDHOOD

AppleTree Early Learning PCS - Amidon Campus

401 I Street, SW 20024 | Ward 6 | (202) 646-0094

DESCRIPTION: An early childhood program focusing on language literacy and behavioral skills for academic achievement.

School Data		Student Demographics %	
Grades Served	PS	African-American	94
Fall 2008 Enrollment	35	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	6
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	3	Other	0
Students Suspended 5+ days (%)	0	Low Income	74
Truancy (%)	N/A	Special Education	0
Student/Teacher Ratio	6 to 1	English Language Learners	11

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$58K surplus decreasing its cumulative net asset deficit to \$9K.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

AppleTree Early Learning PCS - Columbia Heights Campus

2750 14th Street, NW 20009 | Ward 1 | (202) 667-9490

DESCRIPTION: An early childhood program focusing on language literacy and behavioral skills for academic achievement.

School Data		Student Demographics %	
Grades Served	PS-PK	African-American	60
Fall 2008 Enrollment	109	Hispanic/Latino	21
Re-Enrollment Rate (%)	67	Caucasian	15
Average Attendance (%)	85	Asian/Pacific Islander	5
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	66
Truancy (%)	N/A	Special Education	6
Student/Teacher Ratio	6 to 1	English Language Learners	36

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$58K surplus decreasing its cumulative net asset deficit to \$9K.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

EARLY CHILDHOOD

AppleTree Early Learning PCS - Riverside Campus

680 I Street, SW 20024 | Ward 6 | (202) 646-0500

DESCRIPTION: An early childhood program focusing on language literacy and behavioral skills for academic achievement.

School Data		Student Demographics %	
Grades Served	PS–PK	African-American	94
Fall 2008 Enrollment	35	Hispanic/Latino	3
Re-Enrollment Rate (%)	55	Caucasian	3
Average Attendance (%)	87	Asian/Pacific Islander	0
Students Suspended (%)	3	Other	0
Students Suspended 5+ days (%)	0	Low Income	86
Truancy (%)	N/A	Special Education	3
Student/Teacher Ratio	6 to 1	English Language Learners	6

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$58K surplus decreasing its cumulative net asset deficit to \$9K.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Bridges PCS

1250 Taylor Street, NW 20011 | Ward 7 | (202) 545-0515

DESCRIPTION: An inclusive early childhood program servicing students with and without special needs.

School Data		Student Demographics %	
Grades Served	PS–PK	African-American	43
Fall 2008 Enrollment	76	Hispanic/Latino	36
Re-Enrollment Rate (%)	80	Caucasian	21
Average Attendance (%)	89	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	64
Truancy (%)	N/A	Special Education	38
Student/Teacher Ratio	not reported	English Language Learners	42

PROGRAM DEVELOPMENT REVIEW:

Curriculum Standards Bridges provides inclusive classrooms for students with special needs and for students who are English Language Learners. Classrooms are designed around multiage groupings where students remain with their teachers for two years. Older students become models for younger students during their second year. There is an additional classroom for Level IV students who require more intensive special education and related services. Each classroom is designed around thematic units with learning centers developed to enhance the understanding of curriculum areas. Currently Bridges has six classrooms and serves a total of 76 students.

Instruction: The Bridges staff uses The Creative Curriculum, which is aligned with the DC learning standards, as a framework for the instructional process. Classes hold morning meetings and literacy is a strong focus. A review of lesson plans and observations of classrooms reflected varied literacy, art, movement and music activities as part of the daily routine. Students are engaged and interested in the instructional activities and the school makes every effort to address the needs of students not making reasonable academic progress. In three of the classrooms English Language learners (ELL) are assisted by Spanish speaking teachers and teacher assistants where lessons are taught in Spanish two days a week. A special education teacher provides services to students, coordinates meetings to address IEP goals, and monitors student performance.

The school has a critical need for a clearly defined, developmentally appropriate curriculum for all age groups. Curricular documents should be aligned with the DC learning standards and reflect substantive content in all areas along with a viable scope and sequence.

Assessment: Bridges administers approximately eight different assessments to their students. All of the assessments should be reviewed to ensure that students are not being assessed multiple times in the same domain. A manageable number of assessments, with a system for the collection, disaggregation, and analysis of data to drive instruction, should be routinely implemented and results shared with all stakeholders.

School Climate: Teachers and teacher assistants appear to enjoy a teaching environment that supports teaching and learning. The Second Step program is implemented as a proactive intervention approach to support students in their social and emotional development. Parents who participated in the focus group spoke highly of the administration and teaching staff and expressed they feel as though their children are safe during the school day. Parents appreciate and enjoy the daily communication from many of the teachers as well the written communications sent home in both English and Spanish. Currently there is a group of parents who, along with the school leadership, are working toward developing an active parent group responsible for helping the school support varied classroom activities and sponsoring school wide events.

Bridges PCS (continued)

Governance and Management: The Bridges' Board of Trustees has not been stable. The current board is comprised of only two members who have served on the board for more than one year. Although the school has a strong and stable leadership, it is not been due to the board's facilitation. The Board does not serve in a governing capacity and is kept informed of the specific needs of the school by the school's director. Outcomes of the focus group interview with board members indicated the board does not have a clear understanding of its role in regard to school governance and management. Board members informed the reviewers that the board functions by committee. Each committee is focused on fundraising and acquiring funds to support various school projects and activities. The past board has not been effective in this regard and school leadership is hopeful that the current board can secure funds and move the school closer toward some of its goals. The board views its role as developing the means to address the identified needs of the school as presented to them by the school's director and not as an integral entity for school governance and management.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$19K surplus increasing its cumulative net asset balance to \$33K.

BOARD ACTIONS:

- December 15, 2008 - Approved Bridges PCS's accountability plan.
- June 15, 2009 - Approved Bridges PCS's enrollment ceiling increase request.

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Eagle Academy PCS

770 M Street, SE 20003 | Ward 6 | (202) 544-2646

DESCRIPTION: An early childhood education program.

School Data		Student Demographics %	
Grades Served	PS-PK	African-American	93
Fall 2008 Enrollment	337	Hispanic/Latino	2
Re-Enrollment Rate (%)	67	Caucasian	3
Average Attendance (%)	89	Asian/Pacific Islander	1
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	42
Truancy (%)	0	Special Education	8
Student/Teacher Ratio	10 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Explicit standards have been identified for Pre School, Pre-Kindergarten and Kindergarten using the DCPS Early Learning Standards, Kindergarten standards, and, for the Pre-School, the Academic Play/Core Knowledge Standards. The Pre-K scope and sequence document aligns to include a monthly plan for each theme, the standards and indicators from DCPS that are taught within the theme and instructional materials and technology resources that should be used for each theme. The Pre-School program has begun to use the Core Knowledge Scope and Sequence in conjunction with the Academic Play Curriculum. An alignment between the two was done by an outside consultant. There are notebooks with collections of explicit lesson plans from the teachers of all three levels. There is a need to adapt the current frameworks for all three levels to include specific formative and summative assessments and/or observational tools that will be used by all grade level teachers to determine mastery of the indicators as identified in the documents.

Instruction: Most classrooms at Eagle Academy Public Charter School for preschool, prekindergarten and kindergarten run the gamut of abilities from disabled to gifted, and house a variety of students with different learning styles. It is obvious Eagle Academy has established routines to maintain consistency, and structures to establish parameters for relationships in and out of the classroom. Eagle Academy is following a diverse array of instructional best practices. We highly recommend building a professional learning community via collaborative lesson studies and focused learning walks. Each classroom has a HQ teacher and each teacher has an assistant who works collaboratively to nurture and develop the whole child: social, emotional, and cognitive development. It is evident that students utilize technology in the classrooms; inclusive of listening centers. Such technology usage could still benefit from updated software to keyboarding programs.

The school ensures that the students with Individual Educational Plans (IEP's) are making progress toward their goals. Special Education teachers collaborate with teachers and teacher assistants on lessons and instructional delivery. The student Rapid Response support team is a problem solving approach that addresses learning and behavior challenges for individual students and helps identify school-wide barriers to success. The school provides a Safety Net Program that includes wrap-around intervention services in coordination with the tutoring offered by the Navy Yard and the United Planning Organization.

Differentiation in the classrooms seems to be limited to student's learning styles. We recommend that differentiated instruction focus on student's reading and math developmental levels. There is a need to identify or develop a system to flexibly group students according to their instructional needs. The school is proactive in the area of professional development. The administration listens to teachers and is supportive of the instructional needs of their students. We highly recommend the addition of a literacy/numeracy specialist, and continuation of professional development in age appropriate practices for early learners.

Eagle Academy PCS (continued)

Assessment: The school is beginning to utilize electronic resources to capture and report data especially in the identification and tracking of progress for students who need remediation in specific literacy and math standards. The school has purchased Power School for use in the collection of student performance data with plans to begin training and use in January of 2009. The special education electronic system and procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs. There is a continuing need to expand the number and variety of standardized and criterion referenced internal formative and summative assessments to accurately measure student achievement, growth over time, and to make instructional decisions.

Climate: Students at the school were actively engaged in the tasks and high expectations appear to be the norm. The classrooms exhibited student work, word walls, and explicit areas for dramatic play, creative writing, reading, circle time, and science/social studies. The hallways also were full of displays of student art and other projects. The classroom management climate is one of high expectations, fostered by positive interactions between students and adults as well as students and students. There is a card system for behavior beginning with a green card for all at the beginning of the day and if there are infractions the students would move from green, yellow, blue, and red. The school is a “High Five School” in that all students receive high fives for encouragement throughout the day. The library and art programs are significant positive additions to the school. Before and After Care opportunities include Girl Scouts, Chant Team, Art, Mad Science, Computer Class, etc.

Parents feel that the administration and the teaching staff are responsive to requests for help and support for academic and behavioral needs. There are Parent News bulletin boards outside each classroom detailing monthly awards, food drives, and book fairs. Although parent interview data revealed a concern regarding the safety of children with regard to traffic and traffic patterns around the school, parents acknowledged the school’s unsuccessful efforts to solve this with the appropriate city agencies. Parents also cited a need for stronger involvement in the PTO, and regular communication with the Board.

Governance and Management: The Board continues to serve as an oversight body that supports the school in the day to day management by the principal and his leadership team. The Board and school administration effectively deploy resources to further the academic and organizational success of the school. The Board has ensured strong and stable school leadership. There is a need to follow policy and/or bylaws regarding composition of the Board of Trustees with regard to parent participation.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- One instance involving the internal control over financial reporting that is considered as a weaknesses was disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$456K surplus and increased its net asset balance to \$545K.

BOARD ACTIONS:

- February 23, 2009 - Granted full charter continuance to Eagle Academy PCS
- June 15, 2009 - Approved Eagle Academy PCS’s charter amendment request

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

EARLY CHILDHOOD

Early Childhood Academy PCS

4025 9th Street SE 20032 | Ward 8 | (202) 373-0035

DESCRIPTION: An early childhood educational program with a major focus on language and literacy development.

School Data		Student Demographics %	
Grades Served	PK–2	African-American	100
Fall 2008 Enrollment	150	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	2	Other	0
Students Suspended 5+ days (%)	0	Low Income	75
Truancy (%)	38	Special Education	7
Student/Teacher Ratio	18 to 2	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2007 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2007 with a \$220K surplus and increased its net asset balance to \$149K.
- FY2008 data was not finalized at the time this report was generated.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Education Strengthens Families (ESF) PCS

2355 Ontario Road, NW 20009 | Ward 1 | (202) 797-7337

DESCRIPTION: An adult education and pre-school education program for children ages 3 and 4.

School Data		Student Demographics %	
Grades Served	PS	African-American	11
Fall 2008 Enrollment	19	Hispanic/Latino	84
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	78	Asian/Pacific Islander	5
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	100
Truancy (%)	N/A	Special Education	11
Student/Teacher Ratio	PS: 9 to 1; Adult: 21 to 1	English Language Learners	100

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school implements the Equipped for the Future curriculum which is aligned to the District of Columbia Learning Standards, national standards for adult learners, and CASAS competencies. The Creative Curriculum for Preschool is implemented at the preschool level, and is also aligned with District of Columbia early learning standards. Professional development sessions are held in order to revise, modify and upgrade curricular documents, and training on standards-based instructional delivery is conducted annually. The Child Development Associate Program's curriculum is specifically designed to prepare adult students to meet the requirements for certification in this area and to gain employment in the field of early care and education. Education Strengthens Families also supplements the academic curricular offerings with a parenting program (Parents and Children Together) that is designed to provide opportunities for adult students to apply skills and competencies taught in the parenting class.

Instruction: The sophisticated level of training of the faculty at ESF, as well as the faculty's collective experience, is designed to meet the instructional needs of all students through developmentally appropriate, culturally sensitive activities. Both the adult and the early childhood departments employ a team leader or coach to help ensure the coordination of teachers in their implementation of Equipped for the Future (EFF) for adult learners and the Creative Curriculum for the early childhood program. Evidence reviews reveal that ESF is meeting and exceeding the instructional needs for both, early childhood and adult students through the deliberate monitoring and implementation of teaching strategies as prescribed by EFF, CASAS and the Creative Curriculum. Currently, ESF has no students who are identified with special needs; however, intentional plans exist to provide each student at ESF with individualized goal-setting and a screening and identification process is clearly established.

Assessment: ESF's assessment system includes measures that help teachers analyze and understand adult and child progress. The CASAS and Creative Curriculum Developmental Continuum Assessment System results are made available regularly and in formats that are useable to teachers and school stakeholders. CASAS scores are generated at least twice per year per student and are readily available via database. ESF teachers receive a full day of training on how to analyze and evaluate data collected from CASAS and utilize this information to inform instruction. Additionally, the early childhood program utilizes CreativeCurriculum.Net to record observations, track child progress, fill out individualized child reports, and family conference forms. While teachers in the adult and early childhood programs spoke about differentiating instruction for individual students based on target objectives/student goals, we were unable to find evidence of differentiation of ongoing instructional activities and specific in-classroom support for individual students in lesson plans. A Special Education Coordinator and specific processes and procedures are in place to identify students with special needs. Both adults and children receive a developmental screening in order to determine if further screening and assessment are necessary.

School Climate: The school climate at ESF is one where parents, students and children feel safe and comfortable in the school environment. Staff feel that the school community functions like a family and that the environment between and amongst colleagues is respectful and inclusive. Students are rewarded for excellence in attendance via a monthly party where they receive free books. Students participate in shared decision making through the student council, which has two

Education Strengthens Families (ESF) PCS (continued)

representatives from each English level, and there is also a parent/student representative on the board of trustees. Since the last review, the school has worked to ensure that all stakeholders are aware of and understand the school's discipline policy, and the school encourages families to be consistent with the positive discipline approach at home. Overall, all school stakeholders are extremely happy with the program. They feel that ESF offers them a unique learning experience and community. Although parents/students are asked about the impact of their experience at ESF, the school does not administer a formal parent or student satisfaction survey.

Governance and Management: The Board of Trustees (Board) manages the school in accordance with its design and mission, and is organized by committees (Finance, Academic, Development and Evaluation) and task forces. Its membership is culturally and professionally diverse with expertise in early childhood, adult, and special education; with three (3) parent/student representatives who serve as liaisons between the Board and students. It receives bi-monthly data on student performance, budget, and accountability plan implementation from the administration. The Board has provided state-of-the-art technology resources and print libraries in each classroom. The school's leadership team is both qualified and stable with several years of experience at ESF and Mary's Center. The Board shared that it is exploring possibilities for a suitable facility that will allow the merger of both sites (Bancroft and Mary's Center), and that will allow enrollment to increase and program effectiveness to be optimized.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$1,210K surplus and increased its net asset balance to \$2,010K.

BOARD ACTIONS:

- December 15, 2008 - Conditionally approved Education Strengthens Families PCS's accountability plan
- June 15, 2009 - Approved Education Strengthens Families PCS's enrollment ceiling increase request

UNIQUE ACCOMPLISHMENTS:

- First lady Michelle Obama visited the school and read a story to the preschoolers.
- Teacher, Karen Hertzler, was a 2009 Toyota Teacher of the Year Finalist and was recognized at the National Center for Family Literacy Conference in Orlando, FL.
- ESF families read 7,120 books during the Spring Reading Challenge an increase of over 4,000 books from last year.
- Students attended the National Council of La Raza's Advocacy Days to receive training on education, health care, and immigration issues. They then advocated for community needs at Eleanor Holmes-Norton's office.
- Students prepared written personal testimony on the importance of family literacy and presented it to State Superintendent of Education Deborah Gist.
- Four staff became certified CASAS Functional Writing Assessment Local Examiners.
- Staff and faculty were active in sharing the school's family literacy model by presenting at a wide variety of conferences, both local and national.

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Excel Academy PCS

2501 Martin Luther King Jr. Avenue, SE 20020 | Ward 8 | (202) 373-0097

DESCRIPTION: An all girls' public charter school which seeks to provide a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college.

School Data		Student Demographics %	
Grades Served	PS-K	African-American	99
Fall 2008 Enrollment	134	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	1
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	0	Low Income	83
Truancy (%)	0	Special Education	1
Student/Teacher Ratio	8 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: The preschool and pre-kindergarten classes use the Creative Curriculum and Blueprint for Early Literacy to support early literacy development and SRA's Phonemic Awareness Kits as a daily approach to teaching phonemic awareness. Excel Academy selected the SRA Reading Mastery program and the Writer's Workshop, for reading and language arts, the Saxon Math program, along with Houghton Mifflin's Science and Social Studies programs. Teachers have a variety of materials to use to implement the curricular and a process in place by which to order needed materials. Excel Academy has developed curricular documents that include standards from the District of Columbia learning standards and Massachusetts standards organized into a curricular framework. Although, the document currently identifies some instructional strategies, assessments and opportunities for differentiation, the school realizes the need to tighten the academic framework to support the mission of the school, provide alignment with the Creative Curriculum performance standards and more specific assessment activities and prepare for the next grade. The Pre-K 3 team has struggled with creating and understanding standards at the early childhood level. The leadership team recently provided documents to the Pre K 3 team that narrows the focus and provides direction for the teacher to support planning. The school also recognizes the need to develop a process by which to monitor and adjust curricular documents throughout the year. The school plans to continue these efforts during the summer.

Instruction: Excel Academy is challenged with providing an instructional program for girls in Pre-Kindergarten and Kindergarten, whose instructional levels exhibit a wide range with varied learning styles. Excel Academy has established routines to maintain consistency, and a structure to establish parameters for relationships in and out of the classroom. Classrooms were neat and well organized with a variety of early childhood manipulatives and materials. It is evident that students utilize technology in the classrooms, explore learning centers and participate in hands-on experiences. The girls are exposed to a rich early literacy program as evident by word of the day, a variety of word walls, readings and language skills. Words and their meanings are the building blocks of literacy development. Each classroom has two HQ teachers who work collaboratively to nurture and develop the whole child; social, emotional, and cognitive development. The school provides an afterschool program and a Saturday Academy that includes intervention services and enrichment activities. Differentiation in the classrooms seems to be limited. There is a need to identify or develop a system to flexibly group students according to their instructional needs.

Assessment: There are a variety of assessments used at Excel Academy including the Stanford 10/SESAT to measure overall achievement and the DRA to measure comprehension and fluency at the kindergarten level. The Brigance Inventory of Early Development II was selected as a screening tool aligned with Excel Academy's accountability plan goals along with The Peabody Picture Vocabulary to measure language acquisition at the Preschool and Pre K 4 levels. The Brigance and PPVT were administered in the fall and will be administered again in the spring to measure growth

Excel Academy PCS (continued)

and overall student performance. Observations, interviews and materials reviewed revealed a lack of a process by which the school monitors student progress individually, by class and by school. Overall, the leadership and staff express an understanding of the significance of ongoing student assessments in order to inform instruction, however, concrete examples of formative assessment tools in the way of rubrics, portfolios that impact student learning were not evidenced. The school has plans to complete a Curriculum, Instruction and Assessment Manual in the summer and will train all staff on the use of the manual, all diagnostic tools and a student data base system.

Climate: School leadership has created an environment where teaching, learning and character building are highly valued and supported. Students experience a plethora of celebratory activities and are rewarded continuously for appropriate behavior. Students with inappropriate behavior are involved in small group reflection and role playing/ problem solving activities. In addition, teachers are recognized monthly for academic achievements and are recognized via the weekly bulletin. Parents are satisfied with the academic and socio/emotional aspects of the school and value the high standards that their children are exposed to at the school. In addition, student folders are sent home daily to keep parents informed of the activities occurring at school.

Governance: The Board of Trustees ('Board') for the Excel Academy meets 10 times a year and is composed of four standing committees. The Board participated in a Skill Set Survey in order to identify gaps on the Board and to give the Board direction to drive recruitment. Periodically, members attend staff meetings and Parent Teacher meetings in order to get a clearer picture of the school's operations and procedures. While the Board gets monthly reports on the school's academic progress, it does not receive aggregate school performance data to inform them of the school's achievements. The Board has committed resources to provide professional development to school leaders. The departure of the Academic Dean has placed an extra burden on the remaining leaders to assume the responsibilities of the position. As of this date a formal evaluation for the Executive Director has not been completed.

FINANCIAL MANAGEMENT REVIEW:

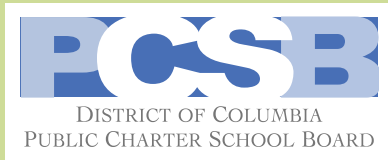
- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

- November 17, 2008 - Approved Excel Academy PCS's technology plan

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).



District of Columbia Public
Charter School Board

2009 School Performance Reports

Elementary Schools

ELEMENTARY SCHOOLS

Academy for Learning through the Arts (ALTA) PCS

1600 Taylor Street, NE 20009 | Ward 1 | (202) 526-7280

DESCRIPTION: An arts-integrated elementary school that accommodates students' diverse learning styles.

School Data		Student Demographics %	
Grades Served	PK-6	African-American	100
Fall 2008 Enrollment	72	Hispanic/Latino	0
Re-Enrollment Rate (%)	44	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	11	Other	0
Students Suspended 5+ days (%)	2	Low Income	76
Truancy (%)	27	Special Education	8
Student/Teacher Ratio	11 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$4K deficit increasing its cumulative net asset deficit to \$111K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	54.55%	27.27%	18.18%	–	81.82%	9.09%	9.09%	–
4	2009	11.11%	22.22%	66.67%	–	33.33%	44.44%	22.22%	–
5	2009	–	50.00%	50.00%	–	25.00%	75.00%		–
6	2009	12.50%	12.50%	75.00%	–	25.00%	37.50%	25.00%	12.50%

Achievement Preparatory Academy PCS

908 Wahler Place, SE 20032 (2nd & 3rd Floors of Draper Elementary School) | Ward 8 | (202) 562-1214

DESCRIPTION: A college-preparatory middle school.

School Data		Student Demographics %	
Grades Served	4–5	African-American	100
Fall 2008 Enrollment	65	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	94	Asian/Pacific Islander	0
Students Suspended (%)	35	Other	0
Students Suspended 5+ days (%)	3	Low Income	100
Truancy (%)	18	Special Education	11
Student/Teacher Ratio	16 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum: The developing curriculum is aligned to the DC Learning Standards. It is created in real-time by Achievement Prep teachers and reflects the school’s vision of combating the “fourth-grade slump” with a strong focus on the core academic areas of reading, writing, math, science and social studies. Influenced by the Roxbury Prep model, Achievement Prep created Curriculum Alignment Templates (CATs)—close, systematic analyses of the DC Learning Standards that resulted in written measurable objectives which guide the creation of syllabi, lesson plans and the scope and sequence for the content areas. Further, the school’s mission to prepare students to excel as high achieving scholars and leaders in high school, college and beyond is exemplified by the curriculum. Exit tickets and other assessments are routinely administered and the data tracked to modify lessons to ensure mastery of the learning objectives. Achievement Prep teachers and students would benefit from additional curricular tools and professional development to facilitate the curriculum creation process. This would alleviate some of the teacher responsibility of creating all classroom resources when existing materials that need little adjustment are readily available.

Instruction: The staff at Achievement Prep has been challenged to establish an academic program for children in grades four and five who exhibit a wide range of skills and learning styles. The school is in the early stages of developing a sound instructional philosophy and labor diligently towards achieving its goals. Routines and policies (whiteboard configuration, walkthroughs, lesson plan submission, discipline) are well established and maintain consistency and govern relationships in and out of the classroom. Classrooms were neat and well organized. Professional development is ample, and leadership plans to allocate more time to instruction in the coming school year.

Teachers use the Gradual Release of Responsibility Model of Instruction in the classrooms, and children are required to speak in complete sentences and assume the scholar sitting position when asked to do so. While differentiation of instruction was not evident in all classrooms observations, teachers and students exercised a wide range of critical thinking skills and evidenced high levels of engagement throughout the lessons. At the end of each lesson, students received an exit ticket to assess their knowledge gained from the lesson.

Achievement Prep has in school and after school support for students in danger of academic failure and uses the inclusion and pullout models for students with special needs. While there is an accountability plan, it has not been distributed to the teaching staff. Time should be made available to review the Accountability Plan with the staff and build a connection between the plan and the instructional program.

Achievement Preparatory Academy PCS (continued)

Assessment: The school leadership is establishing an environment where data informs instructional delivery and the review of the curriculum's effectiveness. Achievement Prep uses a wide range of formal and informal, summative and formative assessments to identify, monitor and assess student growth and proficiency levels. Data results are displayed throughout the hallways and in classrooms.

Scholar data are analyzed with regularity. Data are administered and then collected by leadership and presented to teachers in reader-friendly formats. Wednesday afternoons afford teachers weekly time to share and discuss data results. The quarterly assessment data are used to create six week instructional plans which include spiraling in standards for re-teaching and identifying standards requiring small group instruction. School-wide exit ticket results are also collected, logged, analyzed and used to adjust the instructional delivery and curriculum pacing.

Parents are kept abreast of their child's academic performance through progress reports sent home every four weeks. In the focus groups, scholars spoke openly and confidently about their academic performance and growth areas, and during the Preppy and Proud celebration, scholars gave each other "shout-outs" for persisting through challenging assignments and aiming towards academic goals.

School Climate: Achievement Prep is a very positive, bright, clean, inviting educational setting, due in no small part to the leadership, teachers and scholars who work actively and deliberately to foster a positive academic environment where teaching and learning are greatly valued. The result is a strong personal commitment and clear sense of communal ownership, pride and enthusiasm found in all stakeholders. Scholars and school personnel are all held to high academic and behavioral standards. Parents interviewed shared their satisfaction with the communication, and appreciate that they are held accountable as partners in the education of their children. Students are celebrated during a much anticipated weekly Preppy and Proud celebration. Student created school-wide songs, chants and dances are an integral part of the celebration, further demonstrating genuine enthusiasm and pride for academic success and scholars who exhibit Determination, Respect, Enthusiasm, Accountability, and Mastery (DREAM) values. DREAM is far more than an acronym; it is a living and breathing component of Achievement Prep. The scholars feel emotionally, physically and intellectually safe in the school, despite the challenging community where the school resides.

The hallways and classrooms are donned with college banners, and pictures of scholars are posted with a caption indicating the college they plan to attend. Field trips to local universities (George Washington and Maryland) encourage the scholars and serve as motivation and a reward for academic achievement. While students and parents find the school ideal in nearly every aspect, they spoke of a need for physical education, computers and revisiting the mandatory Saturday School policy.

Governance and Management: The Board governs the school consistent with the goals and mission, and adequately deploys resources to ensure student and organizational success. A number of its members interviewed were founding members, and spoke knowledgeably about the school's inception and vision. The Board actively participated in grassroots recruitment efforts to ensure that Achievement Prep opened in the fall. It is keenly aware of the need to increase the student enrollment numbers for next year, and to that end hired a Recruitment Community Coordinator, strengthened relationships with local churches, pursued a relationship with a neighborhood K-3 school and allocated advertisement dollars for local media outlets. The Board has five standing committees. Its Executive Committee is a catch all for short-lived ad hoc committees created to meet immediate needs. The Head of School is a nonvoting member of the Board. Board members have attended DCPCSB trainings including the session for evaluating school-based leaders. The final tool for evaluating the Head of School is in development. A summer retreat is planned and included in the agenda will be prioritizing school needs: science labs, recreational area, technology and library among other items.

ELEMENTARY SCHOOLS

Achievement Preparatory Academy PCS (continued)

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	2009	2.56%	43.59%	51.28%	2.56%	7.69%	17.95%	61.54%	12.82%
5	2009	–	37.50%	62.50%	–	–	–	87.50%	12.50%

Arts & Technology Academy (ATA) PCS

5300 Blaine Street, NE 20019 | Ward 7 | (202) 398-6811

DESCRIPTION: A program providing a technology-rich, performing arts, and student-centered curriculum.

School Data		Student Demographics %	
Grades Served	PK–6	African-American	100
Fall 2008 Enrollment	595	Hispanic/Latino	0
Re-Enrollment Rate (%)	84	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	17	Other	0
Students Suspended 5+ days (%)	3	Low Income	86
Truancy (%)	21	Special Education	4
Student/Teacher Ratio	25 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The curriculum is implemented with fidelity and includes a sound arts and technology curriculum aligned with DCPS standards, a literacy and math curriculum aligned to the DC Learning Standards, and a social emotional learning program that supports the academic and non academic goals. Constructive weekly collaborative planning meetings are held by every grade level.

Instruction: A strong instructional program is also evident. The school has a clear and proactive instructional philosophy that supports uniform lesson plan implementation and proactive classroom management. Students are engaged and interested in the instructional activities and the school makes every effort to address the needs of students not making reasonable academic progress. English Language learners (ELL) students are assisted by a Spanish speaking instructional assistant. Special Education provides four SPED educators to service grades one through six.

Instructionally there are several areas on which to concentrate including an increased use of manipulatives and hands on activities; collaborative learning and more opportunities for discussions among students; making relevant connections to students’ experiences; use of strategies to engage students in critical thinking and integrating differentiation that accommodates various learning styles throughout the entire lesson.

Assessment: No weaknesses were apparent in the category of assessment and it was found that the assessment is aligned with curriculum and instruction, as well as, differentiated. Quarterly benchmarks both standardized and those developed in-house mirror the DCCAS and ensure a correct evaluation of student academic progress. The development of the new Data Team to assist teachers in the analysis of data to drive instruction is an asset.

School Climate: There were no areas of concern identified and the successes were numerous. Overall there is a sense of community and pride among stakeholders and both teachers and students enjoy a collaborative instructional environment. The school incorporates a proactive discipline approach, social emotional learning and responsive classroom models, as well as, such programs as the Carrea project, which provide positive long term results for students. Parents are satisfied with the school and the PTO, which works hard to seek parent input, enjoys a collaborative relationship with school leadership.

Arts & Technology Academy (ATA) PCS (continued)

Governance: In the last category of governance and school leadership, there were also no weaknesses evident. Rather it was found that the Board is representative of all stakeholders, actively involved with the school, and engaged in a collaborative relationship with school leadership. The Board and school leadership share a thorough knowledge and understanding of the school design and mission and the organizational structure, composition, and defined roles and responsibilities of the leadership team denote effective school management in the delivery of services to students. The Board provides adequate resources for the school, as well as, attention to the condition of the facility. The Board and head of school are currently engaged in discussions regarding academics, teacher and staff quality, school structure, and parent engagement.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$417K deficit but maintained a positive net asset balance of \$3,820K.

BOARD ACTIONS:

None

UNIQUE ACCOMPLISHMENTS:

- Celebrated 10th Year Anniversary (opened in 1999)
- 2nd Year Partnership - Washington National Opera - artists-in-residence classes; re-wrote script, designed props and performed ATA student version of Carmen
- Won national competition to participate in video documentary pilot project, “*On Location*,” sponsored by Daihmler Chrysler and Kennedy Center for the Performing Arts; received \$5,000 video equipment
- Won 1st Place - DC Scores Poetry Slam; Citywide “*Shine Award*,” student Adora Willis
- Presented two major student productions - “*High School Musical*” and “*Aristocats*”
- Head of School and staff presented - “*School Culture: The Linchpin to Student Achievement*” - 9th National Charter Schools Conference
- 2nd Year implementation of New York based Carrera Project, in conjunction with D.C. Children and Youth Investment Trust Corporation and Children’s Aid Society, to reduce teen pregnancy

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	19.48%	53.25%	27.27%	–	16.00%	57.33%	20.00%	6.67%
4	2009	10.26%	50.00%	38.46%	1.28%	7.69%	35.90%	44.87%	11.54%
5	2009	8.11%	47.30%	43.24%	1.35%	13.70%	57.53%	26.03%	2.74%
6	2009	–	34.67%	65.33%	–	9.46%	40.54%	50.00%	–

Children’s Studio School of the Arts and Humanities PCS

1301 V Street, NW 20009 | Ward 1 | (202) 387-6148

DESCRIPTION: A full-day school of the arts and architecture for young children.

School Data		Student Demographics %	
Grades Served	PS–6	African-American	83
Fall 2008 Enrollment	81	Hispanic/Latino	14
Re-Enrollment Rate (%)	63	Caucasian	2
Average Attendance (%)	93	Asian/Pacific Islander	1
Students Suspended (%)	6	Other	0
Students Suspended 5+ days (%)	0	Low Income	86
Truancy (%)	9	Special Education	2
Student/Teacher Ratio	12 to 1	English Language Learners	10

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school’s fundamental curriculum is “Arts As Education,” an ambitious document that couples with the individual curricula devised by individual Artist/Teachers. This two-pronged curriculum strongly reflects the school’s mission as a haven of arts education. Artist/Teachers develop 6-week planning guides that include modest pacing and timelines, unit activities, projects, and materials, and do not include formal or informal assessments. The school has followed one recommendation of the January 2008 Self-Study and narrowed the age range in its studios/classes for all but the youngest students so that now each studio contains only two grade levels. One studio’s students contain levels Pre-K (1 student), K (4), 1 (1), and 2 (3). This review team did not find evidence of a Children’s Studio curriculum that identifies the scope and sequence of their art standards or the DC learning standards. The curriculum planning guide template does not require consideration of the multi-age/multi-level grouping; effective, thorough, and individualized lesson planning is not familiar to teachers. There is little evidence of technology as an active part of the curriculum, and parents, students, and teachers all reported that this detracted from the curriculum. Math and literacy curricula are not clearly articulated or supported by materials with which faculty are familiar or skilled. Science appears to be absent from curriculum. Relying on the two curricular frameworks (Arts As Education and individual Artist/Teacher curricula) has not resulted in measurably increased student achievement.

Assessment: The Studio School has developed some mechanisms for assessing students’ progress in the standards. The school implements the DC BAS, has developed an internal assessment and is still beginning to use student portfolios as one assessment measure. There still remains a great deal of work needed to identify and align standards, content and assessments as well as to identify effective strategies for analyzing and using the assessment data to improve student learning.

Instruction: There is no clear instructional philosophy or model of exemplary teaching that all teachers understand and strive to incorporate and exemplify, and this hampers instructional effectiveness throughout the school. Some strategies are in place to ensure that students with IEPs are making progress in meeting school and IEP goals although there are concerns that the process of identifying SPED students is arduous and does not effectively utilize members of the SPED team. Of concern to the team, is that there has been very little improvement in the instructional area since the last Program Development Review in school year 2007–2008.

School Climate: The Studio School is a welcoming place where students, teachers, and administrators feel comfortable. The small class size (9–16) underlies the school’s ability to be personal and avoid the management problems that often accompany crowded classrooms, although many children seem still to be isolated rather than embraced within the school culture. There seems to be a very high degree of parent satisfaction with the school’s program and with communication between the school and home. The school has an open door policy with parents, and as a result, teachers are accessible to parents. Parents shared that they would like Spanish or French language program added to the instructional program

Children’s Studio School of the Arts and Humanities PCS (continued)

Governance and Management: The school is undergoing a change in leadership due to the recent departure of the Director. The newly appointed Director of the school has been on board only sixteen days; however the Associate Director is supportive of him and can contribute to stability during this period of leadership transition. Faced with the challenges of School Improvement and a focus on improving student achievement in Literacy and Mathematics, school personnel have expressed concerns that the school’s mission and vision of “Arts As Education” may be compromised, and that the need for more human and material resources to support these efforts may result in financial burden; however, the Board of Directors and the School Leadership Team have a collaborative relationship and are totally committed to the success, design and mission of the school. The Board of Trustees seems unfamiliar with the school’s budget and breadth of its challenges.

School Improvement Plan: Children’s Studio is in year one of School Improvement. The school has not identified intervention strategies or programs to address the needs of struggling or at risk students. Currently, there is no plan or process in place to track the effectiveness of the School Improvement Plan.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$63K deficit resulting in a cumulative net asset deficit of \$8K.

BOARD ACTIONS:

- December 15, 2008 - Approved Children’s Studio School PCS’s technology plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	46.67	6.67	46.67	0.00	40.00	20.00	20.00	20.00
4	2009	50.00	50.00	0.00	0.00	0.00	100.00	0.00	0.00
5	2009	33.33	33.33	33.33	0.00	50.00	33.33	8.33	8.33
6	2009	0.00	50.00	50.00	0.00	0.00	100.00	0.00	0.00

D.C. Bilingual PCS

1420 Columbia Road, NW 20009 | Ward 1 | (202) 332-4200

DESCRIPTION: An elementary school program that fosters bilingualism, problem-solving, critical thinking and the joy of learning.

School Data		Student Demographics %	
Grades Served	PS-4	African-American	18
Fall 2008 Enrollment	286	Hispanic/Latino	73
Re-Enrollment Rate (%)	80	Caucasian	8
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	79
Truancy (%)	18	Special Education	11
Student/Teacher Ratio	12 to 1	English Language Learners	73

PROGRAM DEVELOPMENT REVIEW:

Curriculum: DC Bilingual has clearly identified curricula and defined a standards-based set of goals, objectives, and themes. Some of the components are in alignment with DC State Standards and the school’s mission. Many of the teachers understand the curricular documents and implement them in an adequate manner. A variety of materials are available to all teachers and professional development time is given weekly to help teachers with lesson planning. The challenge in the future will be to pull all curricula into a strategic coherent framework that will weave all the components of each curriculum together and relate them to instruction, articulation and assessment.

Instruction: DC Bilingual went through a reflective process last school year and implemented a research based dual-language immersion program. Most teachers use effective strategies in the school’s new 50/50 bilingual model. The school follows their educational philosophy and provides a Student Support Team and a wrap around program via their management team, Centro Nia, for students (and their parents) who are at risk in social, emotional, and the academics. The D.C. Bilingual Program Compliance reviews indicate a clear protocol for identification and program to serve ELL population. Each classroom is staffed with a Spanish and English teacher and a teacher apprentice; each classroom is comprised of a highly qualified teacher. Evidence of acceptable resources in both languages is provided in each classroom. The school is proactive in providing an inclusion model and a self-contained classroom for students with special needs. Time is used effectively throughout the year for professional development, on Wednesdays for three hours, summer workshops, and additional money allocated for teachers. All stakeholders receive information of school’s progress and accomplishments through emails, parent meetings and school newsletter. There is a need to implement and continue to provide training on the best-practice instructional strategies consistently across all grades and in all content areas.

Assessment: The site has several summative and diagnostic tools in place to assess the student achievement in both Spanish and English. In addition, DC Bilingual has developed an oral language assessment as a formative measure and has identified portions of DIBELS/ , Terra Nova, and components of the Harcourt/Brace instructional materials as interim assessments. There is a need to identify or develop a data management system to capture and provide data in a timely fashion to all stakeholders.

School Climate: The climate of DC Bilingual is positive, engaging, inclusive, nurturing, interpersonal, and family-oriented. The interview data from teachers, students, parents, and Board members support the statement that “the school fosters a climate that encourages quality teaching and learning.”

D.C. Bilingual PCS (continued)

Governance and Management: There is a unique relationship of support and partnership that has been created between the DC Bilingual Public Charter School and Centro Nia, the community organization with whom they work. The term many at the site used to describe the relationship was “seamless.”

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$321K deficit resulting in a cumulative net asset balance of \$272K.

BOARD ACTIONS:

- January 26, 2009 - Approved proposal to place D.C. Bilingual PCS in Charter Warning status
- June 15, 2009 - Conditionally approved D. C. Bilingual PCS’s Charter Amendment request

UNIQUE ACCOMPLISHMENTS:

- Partnered with the Experience Corp organization to bring retired adults into classrooms and provide support to struggling students.
- Created a unique opportunity for students to expand their knowledge by launching one of DC’s only Destination Imagination academic clubs.
- Two DC Bilingual students represented the school in a panel discussion during the Student Support Center’s Bullying Conference
- DC Bilingual 3rd and 4th grade students were selected as the featured artists for a gallery exhibition of their work on long-term display at the Capital One headquarters in Vienna, VA.
- DC Bilingual raised \$1200 for the Pennies for Patients campaign that helps children raise money for cancer research that saves the lives of other children.
- DC Bilingual was the recipient of over a thousand books through a book drive sponsored by the Inter-American Development Bank (IDB) and the Inter-American Investment Corporation (IIC).

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	31.43%	28.57%	40.00%	–	42.86%	31.43%	25.71%	
4	2009	25.00%	25.00%	50.00%	–	18.75%	37.50%	37.50%	6.25%

ELEMENTARY SCHOOLS

E. L. Haynes PCS

3600 Georgia Ave, NW 20010 | Ward 1 | (202) 667-4446

DESCRIPTION: A year-round elementary program that will add a grade each year until 12th grade.

School Data		Student Demographics %	
Grades Served	PK–6	African-American	51
Fall 2008 Enrollment	377	Hispanic/Latino	24
Re-Enrollment Rate (%)	91	Caucasian	21
Average Attendance (%)	95	Asian/Pacific Islander	3
Students Suspended (%)	11	Other	0
Students Suspended 5+ days (%)	1	Low Income	58
Truancy (%)	6	Special Education	12
Student/Teacher Ratio	11 to 1	English Language Learners	20

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Curriculum standards identified by the instructional team as well as the essential knowledge and skills that all students are expected to achieve are evident in the curriculum. Expectations for student mastery are established and aligned with state standards for reading, writing, and mathematics using Reader’s and Writer’s Workshop and Everyday Math evident in Units of Study and Scope and Sequence that includes a pacing calendar. Social Studies is integrated with literacy (reading and writing). Most components of the curriculum are aligned with the school’s mission statement. The mission is yet to be realized for science. The PDR Team recommends that the school continue to develop science curriculum frameworks. In order to implement the school’s curriculum with fidelity, the school provides professional development and substantial human and capitol resources to ensure to meet varied student learning needs and achievement levels. The school staff demonstrates a clear understanding of the curriculum and implements it effectively in accordance with written documents across grade levels and subject areas. Adjustments are made to the curriculum based on analyses of a review of student performance data, identification of learning gaps, and a review of curriculum frameworks through observations and feedback although there are no clear and regular processes documented to review and update the curriculum.

Instruction: E.L. Haynes’ instructional philosophy is that every child will reach high levels of achievement. Instructional staff focus on instruction in depth and are enthusiastic in their pursuit of excellence and attainment of Accountability Plan goals. A comprehensive standards-based curriculum in Reading and Mathematics drives the instructional program at ELH. Professional development, support for new teachers, and abundant resources support effective implementation of the curriculum. An overall respectful and caring environment, combined with the efforts of numerous support personnel, encourages and facilitates active student engagement and achievement. The extended day program and the intersession program add 1,000 hours of enrichment yearly to the regularly scheduled 1,200 student hours. Identified ELL and special education students receive daily instruction through the inclusive model and a pull out model as required by IEP’s or ELL plans. The classroom instruction at ELH is regularly monitored and adjusted through informal observations, data analyses, and reflective conversations among the teachers and school leaders. Classroom observations and perusal of lesson plans indicate the need for increased student collaboration. The Teaching Fellows program can be accelerated to involve Fellows in the instructional delivery sooner through a variety of methods.

Assessment: E. L. Haynes uses a variety of assessments that are aligned with standards and has been very successful in meeting its AYP goals through a carefully planned process to collect, record, analyze and utilize data regularly. Teams meet on an ongoing basis to review and analyze data in order to inform instruction for teaching individuals, small groups and whole groups. Attention to detail is remarkable and modifications are made as needed. The school assesses students in order to improve in academic and non-academic areas and strives to communicate this information to parents, the Board and others in the community through a number of ways.

E. L. Haynes PCS (continued)

School Climate: The school climate at E.L. Haynes is one of community and is evident throughout the building. All stakeholders are actively involved, express a strong belief in the mission of the school, and feel they are a vital part of the school. The Board, school leaders, the teachers and students model efficacy and the principles of Responsive Classroom. Students feel a sense of belonging and a sense of empowerment. Through surveys and focus groups, students and parents indicate that they are very satisfied with ELH and feel that the students are very safe.

Governance and Management: The BOT's high expectations for E. L Haynes drive their governance and management philosophy. The Board evaluate themselves and school leadership based on goal attainment and student performance. The BOT effectively uses school data to inform decision-making and deploy resources for facilities, materials and equipment. Regularly scheduled open BOT meetings are held monthly with three parents on the BOT. With the Head of School on sabbatical, the Board chair mentors the Interim Head of School to support continued school performance and culture. Science needs more focus and the BOT has formed a Science, Technology, Engineering, and Math Committee (STEM) to develop and strengthen the math/science focus in the school's mission.

The School Improvement Plan (SIP) is a comprehensive plan that addresses areas needing attention based on DCCAS and Terra Nova results, DRA's, annual writing assessment, ACCESS for ELLS, classroom observations, grade level planning, and school statistics. The plan is a collaborative effort of the leadership, teachers, and BOT members. Stakeholders are able to articulate strategies and activities identified in the SIP. The school implements special programs and provides a full complement of human and capitol resources to help students and meet school goals. ELH documents and tracks the progress of students on a consistent basis. Haynes' inclusion model uses both ELL and special education teachers. The PDR Team recommends further professional development to broaden the co-teaching model in the classrooms and to include all instructional staff. The Acceleration Center Pilot is implemented in some classrooms (PK, K, 1st and 6th). This successfully implemented strategy warrants extension to all grade levels to address gaps in student achievement and provide interventions for students scoring less than proficient. Frequent writing projects and assessments could benefit students with more practice on the brief and extended constructed responses tested on the DCCAS.

Accountability Plan Performance: E.L. Haynes met five out of six academic performance targets in SY 2007–2008. The academic performance objectives include indicators and targets for reading, math, writing and English Language Learners. The target that E.L. Haynes did not meet was on their internal assessment for reading (Developmental Reading Assessment-DRA).

E.L. Haynes met four out of five non-academic performance targets in SY 2007–2008. The non-academic performance objectives include indicators and targets for attendance, staff satisfaction, parent/guardian satisfaction, student satisfaction and parental involvement. The target that E.L. Haynes did not meet was on the parent/guardian satisfaction score though this target was met in all prior years of the schools operation.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$317K deficit reducing its cumulative net asset balance to \$1,300K.

BOARD ACTIONS:

- June 15, 2009 - Approved E. L. Haynes PCS's enrollment ceiling increase request

ELEMENTARY SCHOOLS

E. L. Haynes PCS (continued)

UNIQUE ACCOMPLISHMENTS:

- For the second year in a row, E.L. Haynes was named the recipient of a Silver-Gain Award through New Leaders for New Schools' Effective Practice Incentive Community (EPIC) grant program. The award, given in recognition of outstanding student achievement gains in 2008, ranked E.L. Haynes in the top 10 in a consortium of 150 charter schools nationwide.
- In November 2008, E.L. Haynes celebrated the grand opening of its new facility with a ribbon cutting ceremony featuring remarks by DC Mayor Adrian Fenty and Obama campaign education advisor Jon Schnur.
- E.L. Haynes 5th and 6th grade students presented two outstanding performances of Shakespeare's *Hamlet*.
- This year, more than 120 educators, education policy experts, and education leaders visited E.L. Haynes for school tours, classroom observations, and to learn more about our effective practice model. More than 275 Teach for America Corps Members and 50 presenters spent five hours on six Saturdays engaging in professional development at E.L. Haynes. E.L. Haynes held three Teacher Leadership Series events, which were attended by 140 teachers and educational professionals from more than 50 DC public, public charter, and private schools and other organizations

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	6.82%	36.36%	47.73%	9.09%	15.91%	15.91%	36.36%	31.82%
4	2009	9.30%	30.23%	44.19%	16.28%	4.65%	20.93%	30.23%	44.19%
5	2009	4.88%	31.71%	53.66%	9.76%	2.44%	19.51%	53.66%	24.39%
6	2009	–	24.39%	73.17%	2.44%	–	7.32%	48.78%	43.90%

Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE 20017 | Ward 5 | (202) 265-7237

DESCRIPTION: Dual language immersion, with focus on community service and social justice.

School Data		Student Demographics %	
Grades Served	PK–6	African-American	42
Fall 2008 Enrollment	314	Hispanic/Latino	50
Re-Enrollment Rate (%)	68	Caucasian	6
Average Attendance (%)	94	Asian/Pacific Islander	1
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	0	Low Income	86
Truancy (%)	8	Special Education	9
Student/Teacher Ratio	10 to 1	English Language Learners	53

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The curriculum is clearly defined with goals, themes, objectives, assessments, and curriculum mapping in the core areas. Review of the documents indicates alignment with DC Standards, Foreign Language National Standards, and the Mission of the school. The curriculum is unique in that it focuses on three languages, thematic units, community-service, and project-based lessons. Essential skills and performance objectives are not as clearly defined and aligned in French as they are in Spanish and there is a need for more materials to support the French language program.

Instruction: The school year is divided into trimesters with each trimester having a theme and driving question. Students are taught to speak, read, write and learn in two languages—English and either French or Spanish using a co-teaching model. Literacy and content instruction is delivered in both English and the second language. Teachers use pro-active classroom management strategies and co-teaching to ensure a positive learning environment. High engagement of teachers was observed in classrooms. There is a large instructional support staff to meet the needs of all students. Data are used to identify and monitor students the academic needs of each student. The school uses consistent documentation of sustained processes and strategies in place to meet the needs of English Language Learners. Student with Individual Education Plans (IEP’s) have written strategies and accommodations that support the student in making progress toward meeting school and IEP goals. The intentional structures and systems for supporting teachers are strong, purposeful and effective. EW Stokes helps teachers meet Accountability Plan goals and address identified student learning shortcomings through extensive data collection, tracking, and analyses in order to inform instruction. All teachers are observed often by Learning Specialists and by formal observation annually by administration. From our two-day visit, the team saw teachers working closely, one-on-one with students, going from student to student as the prevalent instructional strategy. The team did not see a wide range of instructional strategies and informal assessments for whole and/or small groups.

Assessment: Teachers and leaders at Elsie Whitlow Stokes (EWS) use multiple forms of formative and summative assessments, including authentic assessments, throughout the year to monitor academic progress and support expectations for student mastery. Some assessments align to the DC Learning Standards and others are designed to provide diagnostic data and inform the teaching staff on student progress on skill levels and special projects. EWS has several summative and diagnostic tools in place to assess student achievement in French, Spanish and English. In addition, the site uses Center for Applied Linguistics (SOPA) oral language assessment as a formative measure in the target language (French/Spanish). Teachers meet regularly in grade level team meetings to discuss teaching and learning anchored by data. A significant amount of academic and nonacademic data is analyzed and organized by the Intervention Coordinator who manages a data system to capture and provide data in a timely manner and, to provide consistent professional development to support stakeholders in efforts to inform academic and behavioral progress. The Teachers use FileMaker Pro to access, input and manage their classroom/student data. The Director of Instruction and the Intervention Coordinator present data to the BOT School Committee monthly for review and analysis.

Elsie Whitlow Stokes Community Freedom PCS (continued)

School Climate: The school has a very powerful school culture that truly reflects the school's mission in many ways. School leadership, staff and, parents are very dedicated to the mission and committed to fostering a positive academic learning environment for all students. Parents, teachers, students, instructional staff, and leadership all report liking the school and the warm and caring environment is evident throughout the school. The school conducts a number of celebratory activities throughout the year. There seems to be a very high degree of parent satisfaction with the school's program and with communication between the school and home. The school has an open door policy with parents, and as a result teachers are accessible to parents. The school is perceived by all stakeholders to provide a safe and nurturing environment.

Governance and Management: The Board of Trustees governs and manages in a manner consistent with EW Stokes' mission and design, and ensures that sufficient resources are in place to support the school's academic and cultural environment. The Board performs its tasks through a committee structure and has a stellar participation history in the DCPCSB training sessions. The BOT bylaws mandate that the Board evaluate the Executive Director annually on a goal based instrument. The school leadership and the BOT will have to redistribute some school funds this year to set aside funding for the School Improvement Plan (SIP).

School Improvement: EW Stokes is in year one of School Improvement for Reading. The school has designed the Strategic Intervention Program, which identifies students who perform at less than proficient levels in a specific academic area and intervenes to ensure that these students receive specialized support necessary to become proficient. In-Class Intervention is provided to struggling students by the Learning Specialists. The school also has a plan in place to track student progress and to monitor the School Improvement activities and plan.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$33K deficit but maintained a positive net asset balance of \$809K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Elsie Whitlow Stokes PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	6.67%	43.33%	50.00%	–	9.68%	51.61%	29.03%	9.68%
4	2009	7.32%	39.02%	43.90%	9.76%	4.88%	31.71%	48.78%	14.63%
5	2009	14.71%	29.41%	38.24%	17.65%	–	32.35%	44.12%	23.53%
6	2009	–	21.05%	78.95%	–	10.00%	–	70.00%	20.00%

Imagine Southeast PCS

421 Alabama Ave., SE 20032 | Ward 8 | (202) 561-1622

DESCRIPTION: A culturally-responsive, ‘dual-sex academy’ single-sex instructional environment that emphasizes quality academic content, character development, community involvement, and student leadership.

School Data		Student Demographics %	
Grades Served	PS–3	African-American	100
Fall 2008 Enrollment	224	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	89	Asian/Pacific Islander	0
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	88
Truancy (%)	30	Special Education	3
Student/Teacher Ratio	12 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum: As a new school, Imagine Southeast is in the beginning phase of developing, implementing, and modifying a curricular toolkit for all grades and subjects. Instructional leaders have aligned state and content standards, selected various curriculum materials and allotted time for teacher reflection and modification. As noted in document review, the current curricular toolkit is incomplete and does not fully identify content and performance standards aligned to learning objectives to guide instruction for all students. Consequently, instructional leaders indicated the need to prioritize curriculum development/revision for the subjects and grades that are still incomplete, including the incoming 4th grade. Additionally, school leaders shared a desire for more ongoing professional development to support teachers in curriculum implementation.

Instruction: The principal of Imagine Southeast articulates a clear vision for instruction and works with the instructional leaders to support teachers by utilizing a variety of strategies. Teachers have access to supports for professional development and planning for instruction, although demonstrated a need for additional guidance to best utilize these opportunities. School leadership collaborates with teachers in helping them to meet individual student needs by creating Individual Learning Plans (ILP). Despite these efforts, a lack of high-quality instructional strategies and differentiation in instruction were observed throughout the school, which resulted in instances of low student engagement and time off task. Moreover, stakeholders could not articulate a consistent instructional philosophy and the approach to single-sex instruction remains disjointed.

Assessment: There is an emerging data-driven culture at Imagine Southeast built on the implementation and analysis of diagnostic and benchmark assessments such as CKPAT, Dibels, SAT 10 and Scantron Performance Series. Core Knowledge includes unit tests that teachers use in combination with teacher-developed assessments as part of a broader assessment strategy. Teachers meet weekly for ‘data talks’ and participate in quarterly professional development targeting data analysis, though school-wide, coherent approaches to data-driven instruction have yet to materialize. The inclusion of the ILP in data conversations has the potential to individualize teachers’ use of data for every student, but this practice is currently in nascent stage and teachers do not use the ILP consistently. Furthermore, the review team observed few examples of formative assessment to guide instruction.

Imagine Southeast PCS (continued)

School Climate: Imagine Southeast is a welcoming and safe environment for students and families. Single-sex instruction is part of the school's design, yet school leaders are still in the process of formulating various instructional strategies to maximize this approach. Building a cohesive school community that embodies the school's mission, virtues, and academic and social expectations takes time, but parents and students interviewed are pleased with the school culture. Imagine Southeast has made inroads to laying this foundation through weekly all school meetings, teacher and student acknowledgements and celebrations, and daily opportunities for collaborative teacher planning. As expressed in interviews, school leaders have yet to integrate the identified "six measures of excellence" and character education program into school activities.

Governance and Management: The Board of Trustees (BOT) at Imagine Southeast is deeply committed to the school, its mission and community it serves. The BOT has contracted with Imagine for instructional support, start-up funding and assistance in securing a permanent facility. The relationship is transparent to all stakeholders and conveys a sense of organizational purpose and structure. Though BOT members are highly specialized in law and finance, there's a need for more education membership, representation from the community and inclusion of two parent representatives. The principal is viewed as a visionary leader and is respected by teachers, students and their families for her commitment to the school and diligence in communication. While the principal articulates an instructional philosophy, it is unclear how school and Imagine regional leaders work cooperatively to implement it.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	14.29%	50.00%	32.14%	3.57%	42.86%	35.71%	14.29%	7.14%

ELEMENTARY SCHOOLS

Latin American Montessori Bilingual (LAMB) PCS

1375 Missouri Ave., NW 20011 | Ward 4 | (202) 726-6200

DESCRIPTION: A bilingual, montessori program.

School Data		Student Demographics %	
Grades Served	PS-4	African-American	22
Fall 2008 Enrollment	145	Hispanic/Latino	57
Re-Enrollment Rate (%)	85	Caucasian	19
Average Attendance (%)	96	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	32
Truancy (%)	0	Special Education	9.66
Student/Teacher Ratio	12 to 1	English Language Learners	42.76

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page viii about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- Several significant internal controls deficiencies which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$618K surplus and increased its net asset balance to \$1,400K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved LAMB PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	20.00%	33.33%	46.67%	–	46.67%	26.67%	26.67%	–
4	2009	–	33.33%	66.67%	–	–	33.33%	66.67%	–

Nia Community PCS

100-41st Street, NE 20032 | Ward 7 | (202) 562-5440

DESCRIPTION: an elementary school providing comprehensive educational services that are student-centered.

School Data		Student Demographics %	
Grades Served	PK-5	African-American	100
Fall 2008 Enrollment	168	Hispanic/Latino	0
Re-Enrollment Rate (%)	43	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	11	Other	0
Students Suspended 5+ days (%)	2	Low Income	59
Truancy (%)	24	Special Education	7
Student/Teacher Ratio	14 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page viii about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- As a result of an ongoing investigation by the DC Office of the Inspector General, the school's FY2008 audited financial statement results are not finalized as of June 30, 2009.
- As of March 30, 2009, the school had a net income deficit of \$394K and a cumulative net asset deficit of \$415K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Nia Community PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	16.00%	56.00%	28.00%	–	20.00%	60.00%	20.00%	–
4	2009	16.67%	43.33%	26.67%	13.33%	26.67%	30.00%	36.67%	6.67%
5	2009	23.53%	52.94%	23.53%	–	35.29%	35.29%	29.41%	–

ELEMENTARY SCHOOLS

Potomac Lighthouse PCS

4401 8th Street, NE 20017 | Ward 5 | (202) 526-6003

DESCRIPTION: An elementary school offering a curriculum that infuses fine and performing arts into rigorous core content.

School Data		Student Demographics %	
Grades Served	PK–6	African-American	95
Fall 2008 Enrollment	241	Hispanic/Latino	1
Re-Enrollment Rate (%)	55	Caucasian	2
Average Attendance (%)	91	Asian/Pacific Islander	2
Students Suspended (%)	10	Other	0
Students Suspended 5+ days (%)	4	Low Income	73
Truancy (%)	24	Special Education	11
Student/Teacher Ratio	15 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page viii about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$174K deficit decreasing its cumulative net asset deficit to \$536K. The school remains a “Going Concern” risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- August 18, 2008 - Approved Potomac Lighthouse PCS’s request to temporarily operate in a new location
- June 15, 2009 - Fully approved Potomac Lighthouse PCS’s accountability plan

UNIQUE ACCOMPLISHMENTS:

- Students averaged 132% of target growth on the NWEA reading and math assessments
- Completed renovations on and relocated to a new site
- Potomac students received an invitation from the US Department of Education to attend “Read to the Top” with US Secretary of Education, Arne Duncan; David Axelrod, Senior Advisor to President Obama; and Marian Robinson, First Grandmother.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	12.00%	44.00%	44.00%	–	28.00%	48.00%	20.00%	4.00%
4	2009	36.84%	57.89%	5.26%	–	42.11%	57.89%	–	–
5	2009	31.25%	37.50%	31.25%	–	18.75%	68.75%	12.50%	–
6	2009	20.00%	40.00%	33.33%	6.67%	53.33%	26.67%	20.00%	–

Septima Clark PCS

425 Chesapeake Street, SE 20032 | Ward 8 | (202) 563-6556

DESCRIPTION: An all-boys college preparatory program.

School Data		Student Demographics %	
Grades Served	PS-2	African-American	99
Fall 2008 Enrollment	96	Hispanic/Latino	0
Re-Enrollment Rate (%)	61	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	1
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	1	Low Income	77
Truancy (%)	34	Special Education	0
Student/Teacher Ratio	8 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The Septima Clark PCS uses CORE Knowledge as the main curriculum framework, which is aligned to the DC Learning Standards, selected National Standards, and the mission and goals of the school. There has been increased effort to in-service staff members in the implementation of the curriculum with fidelity. Further development of curriculum guides with pacing charts for teachers is planned.

Instruction: The leadership has been successful in keeping the ratio of teacher- to- students low. The school day and year have been extended to provide more instructional time for students. Support services while part-time are available making possible a process for the identification and instruction of special education students. Co-teachers have adequate planning time. There is still an overarching need for the implementation of differentiated instruction, collaborative instructional practices and planning which focus on data driven instruction and making connections between learning and students’ life experiences.

Assessment: The Core Knowledge Performance Assessment tool is aligned with DC standards and internal assessments and other standardized tests are aligned with the school’s Accountability Plan. There are numerous reporting systems for test data such as home visits, report cards, and daily progress reports. There is an assessment calendar provided to the staff and parents at the beginning of the school year. The Director of Curriculum and Instruction is a vital coach and instructional expert that shares assessment results with teachers on a one-on-one basis in a user friendly format. She offers subsequent instructional adjustments with teacher input. Focus group discussions and the document review revealed that a formal SST process is in place to consistently identify and evaluate children with special needs. There is a crucial need for professional development in training staff on how to analyze and use data for instructional purposes.

Governance and Management: Septima Clark PCS has an established Governing Board with a variety of expertise. They are supportive of the vision, mission and school leadership. Communication with the administration is effective and routine. The members felt strongly about providing the necessary resources to support the operational needs of the school. At the present time the Board is trying to fill two vacancies: one on the Board and the other for school principal. Both positions are crucial to the success of the school. The Board member should have an education background, preferably in early childhood education, to help oversee and monitor the academic performance of the students. Hiring a school principal who is strong in instruction and can manage the day- to- day operations of the school would allow the Head of the School to address her role in ensuring that strategic improvements are implemented, facilitating the culture and environment of the school and networking with communities of interest.

Septima Clark PCS (continued)

School Climate: Stakeholders support the school's mission and take pride in the uniqueness of the school. Parents appreciate daily progress reports and the home visits made by school personnel. Communication with the home concerning Board decisions is evolving but improvement was noted. Teachers are satisfied with the materials and supplies afforded them in order to deliver the curriculum. Attention to rules, routines and procedures is important to the school and reflective of the mission of the school. Areas of concern included the manner in which some teachers spoke to and reprimanded children and the instability of staff due to a very low retention rate.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$150K surplus increasing its net asset balance to \$249K.

BOARD ACTIONS:

- November 17, 2008 - Conditionally approved Septima Clark PCS's accountability plan

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Thea Bowman Preparatory Academy PCS

330 21st Street, NE 20002 | Ward 5 | (202) 543-8432

DESCRIPTION: Thea Bowman Prep offers a solid education in a supportive, preparatory environment that responds to the academic, physical, social and emotional changes taking place in each child.

School Data		Student Demographics %	
Grades Served	5–6	African-American	100
Fall 2008 Enrollment	46	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	46	Other	0
Students Suspended 5+ days (%)	10	Low Income	84
Truancy (%)	0	Special Education	13
Student/Teacher Ratio	10 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum and Standards: The school’s design relies on two highly respected middle school references: *Turning Points* and *Core Knowledge Sequences*, and its proposed curricular frameworks align with DC standards in the areas it has implemented so far. However, although Core Knowledge, Saxon Math and Heartwood are excellent materials, they are not complete curricula and there are no curricula for physical education, health, or art. In addition, foreign language, music and many of the ideas described in the Educational Plan (e.g., differentiated instruction and assessments, prevalent use of manipulatives and hands-on projects, literature-rich classrooms), are not yet in place.

Instruction: TBPA’s staff exhibits deep commitment to teaching students in supportive and inspiring ways but there is very little evidence of an instructional philosophy that all teachers share and exemplify in practice. Some teachers use effective strategies that provide opportunities for student learning but many of the techniques described in the Educational Plan and Self Study were not observed, including collaborative, reflective and critical thinking activities. Some students are actively engaged in the learning process but planning seems inadequate to motivate and sustain student focus and provide rigor and differentiated instruction for the students’ wide array of skill levels.

Assessment: The school uses some standardized and internal assessments which are somewhat aligned with the school’s accountability plan. Results of the NWEA - MAP assessment have not been available in a timely and useful manner. There is not yet a school-wide system for measuring student growth and ways to consistently use the data to plan lessons, modify instruction, and inspire strategies for meeting academic and non-academic goals. Intervention strategies are clearly defined to identify and evaluate students with special needs. All teachers are aware of the students with special needs and consult with the SPED coordinator for instructional guidance.

School Climate: Thea Bowman’s teachers, Board, and Principal are dedicated to fulfilling the school’s mission to help students meet high performance standards and exemplify Thea Bowman’s spirit of service and civic dedication. Staff is challenged to effectively and consistently implement school routines and discipline practices that promote a positive school spirit. Although in its beginning stages, the school offers after-school enrichment activities (Discovery classes) on Wednesdays and has begun a Home-School Association for families.

Thea Bowman Preparatory Academy PCS (continued)

Governance and Management: The founder/Principal has recruited an active and dedicated Board whose diverse skills are directed at advancing the school's mission and programs. The Board has organized itself into several pertinent committees and identified priorities to address the school's many challenges. In the face of significant under-enrollment in September the Board decisively curtailed the school's programs and staffing. It recognizes that currently the school is not able to offer the full array of curriculum, services and activities to fulfill its mission and design. The Principal, staff, students, and Board would benefit from the Principal having a mentor, the teachers having an experienced instructional leader, and the Board including more educational expertise as well as the required second parent representative.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	33.33%	46.67%	20.00%	–	33.33%	66.67%	–	–
6	2009	–	55.56%	40.74%	3.70%	18.52%	51.85%	25.93%	3.70%

Washington Yu Ying

4401 8th Street, NE 20017 | Ward 5 | (202) 536-2503

DESCRIPTION: Program combines Chinese language immersion with the inquiry-based curricula of the International Baccalaureate Organization. Instruction is in Chinese (50%) and English (50%) in all subjects on alternating days.

School Data		Student Demographics %	
Grades Served	PK-1	African-American	47
Fall 2008 Enrollment	131	Hispanic/Latino	6
Re-Enrollment Rate (%)	N/A	Caucasian	27
Average Attendance (%)	95	Asian/Pacific Islander	20
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	6
Truancy (%)	0	Special Education	5
Student/Teacher Ratio	data not available	English Language Learners	17

SELF STUDY REVIEW REPORT:

Curriculum: An explicit curriculum has been identified for pre-kindergarten, kindergarten, and first grade using the DCPS Early Learning Standards, National Standards and the umbrella curriculum of the International Baccalaureate Primary Years Programme (IBPYP). The PYP scope and sequence document aligns to include Units of Inquiry planned collaboratively by each grade-level team. The standards and indicators from DCPS and National Standards are taught within the knowledge and skills concepts of the Units of Inquiry and collections of these units exist on “Google Docs” to support the future development and revision of the Yu Ying curriculum. Instructional materials and resources abound for the English component but are scarce for the Chinese program. Additionally, there is a need to adapt the current frameworks for all levels to include specific formative assessments and/or observational tools that will be used by all grade level teachers to determine mastery of oral language as identified by Chinese National Standards.

Instruction: Washington Yu Ying has a clear instructional philosophy blending the IBPYP with Chinese language immersion and teachers receive relevant training in their appropriate fields. Both the Special Education Coordinator and ELL Coordinator are certified. Professional development is a staple of the school and teachers are trained in the summer, throughout the course of the school year and during a week in the spring. In addition to this development, teachers also participate in numerous planning opportunities during their individual planning periods, collaborative planning periods and weekly meetings with the Principal and Curriculum Consultant. While considerable planning time is available, teachers revealed a need for more time devoted to data review and development of action plans, and there is no formal mentoring program in place for new teachers. One teacher was seasoned and subsequently observed using a variety of strategies that engage students in learning new knowledge and skills, and offer critical thinking exercises with and emphasis on organization, elaboration and reflection. There are several non-Highly Qualified Teachers who can benefit from the very competent, experienced teacher on staff. Additionally, it is not consistently evident in every class that the literacy program engages students in differentiation of instruction through guided reading.

Assessment: There is an array of diagnostic, summative and authentic assessments given at Yu Ying. For example, the school offers DIBELS (k-1) as the English literacy standardized test and GMACE (1st grade) as the mathematics standardized test administered at three intervals during the year. Bracken School Readiness is given to all pre-k students in the fall and spring. The school is in partnership with Center for Applied Linguistics to administer the ELLOPA (k-1) in the spring. Teachers also develop summative assessments that address the Units of Inquiry concepts/knowledge to be learned. A range of informal assessments is implemented throughout each Inquiry Unit, but teachers are still learning how to use formative assessment to guide instruction. Furthermore, Chinese language teachers do not have specific formative assessments and/or observational tools to determine mastery of oral language as identified by Chinese National Standards.

Washington Yu Ying (continued)

School Climate: Washington Yu Ying educators espouse a professional, committed culture to foster academic achievement. The SSR team observed lively, inviting classrooms with age-appropriate materials displayed and available for student use. Additionally, the school promotes a very inclusive culture for all stakeholders and teachers interviewed expressed a commitment to collaboration. Base Camp, the school's communication portal, is used to acknowledge staff and student accomplishments. Students are also honored at bi-weekly assemblies that showcase accomplishments. Parents interviewed expressed complete satisfaction with Washington Yu Ying. Many commented on the unique nature of the school and its bold mission. Parents feel very informed of all school developments since communication is posted on the Family Portal (internet-based) and via email. Furthermore, an active Parent Association (PA) extends the voice of parents to Yu Ying administrators and the Board of Trustees. Though all interviewed expressed satisfaction with the school, formal parent and teacher surveys have not been issued. Additionally, parents interviewed are already concerned that the current facility cannot accommodate the school's proposed expansion. While the staff was overall friendly, administrative management appeared to be less friendly. In addition, the SSR team was moved several times from its onsite working location during the Review, and school leadership was very hesitant to make necessary accommodations for in-depth evaluation. It is unclear if treatment toward the SSR team was endemic in the school culture regarding school requirements or treatment directed toward the SSR team as an arm of PCSB.

Governance and Management: The Board of Trustees (BOT) is comprised of a diverse and specialized membership with members representing education, real estate, law, finance, and marketing fields. BOT members articulated a clear understanding of Yu Ying's mission and commitment to its success. Additionally, several BOT members are founders of the school and/or are parents of children at Yu Ying. The Board has ensured strong and stable leadership on site through the Executive Director (ED), Principal and Assistance Principal. The ED brings sound business acumen to the school and provides financial oversight, the Principal is a certified IBPYP trainer and provides instructional leadership to support the school's PYP instructional framework, and the Chinese Immersion Coordinator (assistant principal) develops and supports the Chinese immersion program. As the AP, she also develops and oversees a well spoke of aftercare program. Though BOT members state satisfaction with school leadership, administrators are only evaluated informally throughout the school year. The ED, Principal, and Assistant Principal have not been formally evaluated and an evaluation tool has not yet been created. As expressed by parents, the current facility cannot accommodate the school's projected expansion and acquisition of a new facility has become a main priority for the Board.

FINANCIAL MANAGEMENT REVIEW:

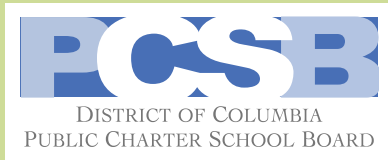
- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).



District of Columbia
Public Charter School Board

2009 School Performance Reports

PS/PK-8 Programs

Center City PCS – Brentwood Campus

This campus was closed during 2008–2009 school year.

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–5	African-American	97
Fall 2008 Enrollment	97	Hispanic/Latino	3
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	2	Other	0
Students Suspended 5+ days (%)	0	Low Income	68
Truancy (%)	31	Special Education	6
Student/Teacher Ratio	12 to 1	English Language Learners	5

SELF STUDY REVIEW REPORT:

Curriculum: To ensure an integrated instructional approach with a focus on liberal arts content and skills and a global perspective, values and ethics, Center City PCS is developing a new curriculum. CCPCS has a strong foundation to support learning and teaching. CCPCS utilizes comprehensive content standards which include a hybrid of DC Learning Standards and Indiana Academic Standards, Pacing Guides and Instructional Planning Tool (IPT) used by all teachers and the Academic Dean during classroom visitations. Brentwood’s immediate goals should include: 1) Setting a regular schedule of vertical planning with time set for each teacher to meet with at least two other teachers to support each others understanding and implementation of the curriculum 2) embedding the CCPCS mission across the curriculum and 3) Establishing a process for teachers to audit curriculum documents and offer suggestions for additions, or changes that meet the specific needs of Brentwood children and families.

Instruction: CCPCS Brentwood campus uses various instructional strategies to meet the learning needs of all students. The school employs research-based instructional standards and strategies that engage students through a variety of factors to include elements of an effective lesson, small group instruction, use of graphic organizers/ visual clues, effective time management, and teacher engagement with students. The Character Education program is strongly connected to instructional program. Some focus strategies are used inconsistently at this time and need to be addressed. Learning Walk teams are in the early stages of development and would benefit from the peer-coaching model where teacher are critical colleagues and observe each other’s classrooms. There is a need for a structured, formal after school tutoring program to assist students in need of academic intervention. The team observed teachers utilizing the workshop model for Literacy, Writing, and Math. Cooperative learning in some classrooms, use of technology for review and reteaching, and instruction of the school-wide writing model has begun. The school has strategies and resources in place to meet the needs of ELL and special needs learners. Vertical planning has begun and can be used to move teachers toward more effective levels of instruction. Overall, the school being in its infancy stage has made good progress for its development and delivery of instruction. There is a need for more staff development pertaining to data analysis and interpretation in order to assess effective learning practices.

Assessment: The school uses various standardized and internal assessments, which accurately measure student learning. The Scantron Performance Series assessments are aligned to the Indiana Learning Standards. The CCPCS central office created “Achievement Series” using the CTB DC CAS guide to mirror and to predict performance on the DC CAS and inform instruction. Results of the various assessments are available to teachers in a timely manner, some immediately online. Most results are reported in a useable manner. The Principal and the Academic Dean meet with teachers to assist in interpreting and analyzing the data. Data is most used at this time to form instructional skill groups. The use of data to determine effective teaching strategies is still developing at the school.

Climate: Brentwood’s Open-Door Policy and Meet the Principal Sessions promote connection and collaboration with families. School leadership establishes and enforces high expectations for teaching, learning and student academic performance. Authentic student work adorns the walls of the majority of classrooms and halls of the school building.

Center City PCS – Brentwood Campus (continued)

Daily, weekly and monthly activities including various forums for recognition of student effort and achievement are evident. However, opportunities are lacking for parent information sessions and meaningful involvement/collaboration in classrooms and in school-wide initiatives. This might be addressed through newsletters (prepared by a different grade level teacher each month) or school events with activities that parents and students can do together to support the current curriculum topics or areas of student skills development. A plan is needed to address parent concerns regarding the design and implementation of enrichment activities by before and after care staff as stated in the parent surveys and focus group. An intervention strategy with staff observed treating students disrespectfully is needed. Promoting student ownership of Morning Meetings through training for teachers on effective formats and activities, specifically Responsive Classroom training, would be very helpful to achieving this end.

Governance: The Board of Directors provides strategic direction (resources both human and financial), support, and oversight to programs, activities and personnel of Center City PCS. The board governs in a manner consistent with the mission of the school. The atmosphere for learning that the board envisions is one of peace and purpose. There are nine members on the board, two of whom are parents. Neither of the parents represents the Brentwood campus. The Executive Director is an ex officio member of the board. There are three board committees organized to conduct the business of the board. The board prides itself in being visible to the school. They visit classrooms and school events and talk to students, parents, and teachers. There is a link to the board on the CCPCS website.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	26.67	46.67	26.67	0.00	33.33	40.00	20.00	6.67
4	2009	35.29	41.18	23.53	0.00	52.94	35.29	11.76	0.00
5	2009	13.33	46.67	33.33	0.00	33.33	53.33	6.67	6.67

Center City PCS – Brightwood Campus

6008 Georgia Avenue, NW 20011 | Ward 4 | (202) 723-3322

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	90
Fall 2008 Enrollment	217	Hispanic/Latino	9
Re-Enrollment Rate (%)	N/A	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	15	Other	0
Students Suspended 5+ days (%)	3	Low Income	60
Truancy (%)	28	Special Education	5
Student/Teacher Ratio	12 to 1	English Language Learners	22

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

Instruction: Brightwood’s focus in Year I as a public charter school has been appropriately placed on staffing each classroom with the best qualified teachers available and training the instructional staff with the competencies necessary to positively impact learning. It is the hope that the school leadership team will find the feedback and recommendations of this report useful in continuing to build the culture of “educational excellence” with other Center City schools. The legacy in the community of integrating a rigorous academic program with an ethical foundation that builds strong character will provide the foundation for success in this new era of preparing young lives for a productive future in an ever-changing, more complex and global society.

Climate: The Brightwood building is an aged facility, yet provides a functional learning environment for students. A study of the facility improvement needs of the building will determine the feasibility of renovation (versus relocation) to provide upgrades needed for effective instructional programming. Despite facility limitations, parents, students and staff feel that the school is safe and secure, and provides a supportive environment for learning. Collaborative problem solving, along with improved communication strategies with all school stakeholders, will be helpful in resolving concerns raised by all participants in the school organization.

Curriculum: The Center City PCS curriculum is still in a state of development. The Indiana and DCPS integrated standards provide a foundation for the instructional curriculum with content standards for the four core content areas: reading/language arts, Mathematics, Social Studies and Science; and special subject areas: Music, Art, Physical Education and Foreign Language. These hybrid curriculum standards comprise the Center City Pacing Guide for Pre-Kindergarten through eighth grade and serves as a quarterly guide for instructional planning. The Pre-Kindergarten program consists of the *Handwriting without Tears* and *The Letter People* programs. The Kgn-8th grades utilize a Literacy Framework which is inclusive of a readers’ and writers’ workshop approach, word study skills, guided and independent reading, and classroom libraries. The school’s goal is to integrate character education throughout the standards based curriculum via the development of core values in all aspects of the academic and co-curricular programs. There is a need to advance the development of the curriculum to include formative assessments aligned with the standards that will be used to determine mastery of identified learning outcomes.

Assessment: Brightwood utilizes a number of formal and informal assessments. Data from the Scantron Performance Series and various assessment tools provide teachers with information regarding student performance, including standards-based assessment, as well as progress on IEP goals and objectives. The school should refine the process for integrating data usage across all instructional planning and delivery. Although data is provided to teachers and parents in a usable format, there is no correlation between various data sets at this time.

Center City PCS – *Brightwood Campus* (continued)

Governance and Management: The school leadership of Center City Brightwood demonstrates a clear vision for instructional improvement. Instructional leaders work to support teachers by utilizing a variety of strategies, although in many instances teachers are still working towards consistent implementation of high quality and engaging learning experiences for children. Although teachers have access to a number of supports for professional development and planning for instruction, there is a need to refine the professional development programs to more specifically target teacher competencies and assist teachers in their growth toward mastery of these targeted outcomes. The school leadership collaborates with teachers who are struggling with meeting individual student needs, providing meaningful and timely feedback. Despite these efforts, a lack of differentiation in instruction was observed by the review team throughout the school.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	28.57%	42.86%	28.57%	–	35.71%	50.00%	14.29%	–
4	2009	13.64%	36.36%	50.00%	–	27.27%	40.91%	31.82%	–
5	2009	15.00%	50.00%	35.00%	–	30.00%	40.00%	30.00%	–
6	2009	6.25%	31.25%	62.50%	–	31.25%	50.00%	18.75%	–
7	2009	8.33%	54.17%	33.33%	4.17%	25.00%	45.83%	29.17%	–
8	2009	10.53%	42.11%	47.37%	–	21.05%	47.37%	31.58%	–

Center City PCS – Capitol Hill Campus

1503 East Capitol Street, SE 20003 | Ward 6 | (202) 547-7556

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	99
Fall 2008 Enrollment	221	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	0	Low Income	78
Truancy (%)	29	Special Education	5
Student/Teacher Ratio	12 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Center City Capitol Hill provides a broad liberal arts education. The foundation of the developing Center City Public Schools’ curriculum is the Indiana Academic Standards combined with District of Columbia Standards. The academic program uses an integrated instructional approach to hold students accountable. Center City Capitol Hill’s evolving curriculum framework is designed to equip the students with the knowledge they need to meet everyday challenges. Center City Capitol Hill endeavors to make sure that learning is meaningful and enduring while also strengthening the application of essential basic skills across content areas.

Instruction: Center City Capitol Hill provides instruction that is student centered. To accomplish this emphasis on the student, teachers use a full range of instructional strategies (summarizing, questioning, etc.) as well as providing a variety of learning experiences (visuals, hands-on, manipulatives, etc.) Teachers utilize the Instructional Planning Tool (IPT) along with weekly plans to determine weekly activities. The administrative team, in turn, uses the IPT when observing teachers and teacher evaluations are based on the implementation of the IPT. Teachers also develop individual action plans for their own improvement and professional development, as well as, teacher portfolios which are reviewed by the administrative team for evaluation purposes. Teachers receive a wide range of professional development through the Center City Public Schools every Friday or through in house activities planned by the Academic Dean. Center City

Assessment: Capitol Hill has an effective Student Teacher Assessment Team that meets once every two weeks (or as needed) for identified students in need of additional help. For those students not identified as having special needs, the school has developed student teacher support plans that examine ways to provide identified students the extra help and assistance that may be needed. One absent component of instruction is the need for Center City Capitol Hill to provide after school tutoring for those students that require additional assistance beyond the classroom. During the review, parents indicated that they felt uninformed as it relates to instruction that is going on in the classrooms and expressed a need for a better communication system between teachers and home.

School Climate: Center City Public Charter Schools is intentional in developing the character of their students. The schools mission, philosophy, Core Values and Honor Code all provide a foundation to build an effective learning community. A monthly Core Value is highlighted and connected to the curriculum. There are assemblies and other school gatherings, as well as, community building activities that allow students to create a climate of respect for others. Teachers work on Committees, Taskforces and in grade levels meetings to identify goals for Instructional Action Plans. Parents provide support for student growth through the Parent Partner Program by volunteering and participation on a parent committee. The transition of the school from Catholic to Charter requires extensive and on-going collaboration between parents, teachers and administration to provide information about school policies, organization and activities, thereby, reducing fears and concerns that often surface with change.

Center City PCS – Capitol Hill Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	12.00%	68.00%	20.00%	–	28.00%	52.00%	20.00%	–
4	2009	29.17%	41.67%	29.17%	–	25.00%	37.50%	33.33%	4.17%
5	2009	25.00%	50.00%	25.00%	–	40.00%	60.00%	–	–
6	2009	8.33%	58.33%	33.33%	–	29.17%	66.67%	4.17%	–
7	2009	–	60.00%	40.00%	–	15.00%	65.00%	20.00%	–
8	2009	–	52.94%	47.06%	–	23.53%	47.06%	29.41%	–

Center City PCS – Congress Heights

220 Highview Place, SE 20032 | Ward 8 | (202) 562-7070

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	100
Fall 2008 Enrollment	222	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	<1	Other	0
Students Suspended 5+ days (%)	0	Low Income	78
Truancy (%)	50	Special Education	8
Student/Teacher Ratio	12 to 1	English Language Learners	1

SELF STUDY REVIEW REPORT:

Curriculum: Center City Public Charter Schools’ central office has worked to develop a curriculum that is aligned to Indiana and the DC Learning Standards. A consultant was hired to help with its development, and the curriculum currently addresses all four core content areas as well as music, art, physical education and Spanish for most of the grade levels. While an identified curriculum is in place and is being used by all teachers, the school would benefit from additional work in making the curriculum come alive for students with connections to real-life learning experiences and project based hands-on instructional practices. In addition, various instructional designs should be embedded in the curriculum to guide teachers in the effective implementation of the curriculum for a diverse learner group. The central office of Center City Public Charter Schools along with principals has identified the reading/language arts and mathematics curriculums as needing to be updated and modified. They are working collaboratively with Teachscape, an ASCD affiliate, to design the curriculum which will be introduced to teachers in August 2009.

Instruction: The lesson plans reviewed include the core components of a good lesson plan format and align with the school’s mission and vision. Time is made for common planning and professional development. The 2008–09 professional development calendar includes assessments and their use along with differentiated instruction and high yield strategies. However, the review team saw little differentiated instruction and questioning beyond checking for understanding and knowledge. Most of the questions did not elicit elaboration or analysis, and critical thinking was seldom observed.

Classroom management was observed to be sound. Students are well behaved and reflect the values found in the character education component. Students particularly stated that they “love math.” The school has the opportunity to better serve the students and move them into more advance levels. At this point in the year, no instructional philosophy has been developed or clearly articulated by leadership or teachers that incorporates the leadership’s desire to see more differentiated instruction and high yield strategies.

Assessment: The school has a range of formative, summative and diagnostic assessment data that are analyzed by leadership and teachers in order to inform instruction. Data are used to form flexible groups and identify students’ strengths and weakness. The leadership disaggregates the data, accessing information warehoused in Scantron. The Academic Dean quickly presents it to teachers in usable formats and reviews the data with teachers during their planning periods. Teachers also collect, analyze and use data from classroom from their classroom assessments, and information collected at the classroom level is given to leadership. The school is responsive to student needs, administering an algebra readiness assessment to eighth-grade students to determine the need for an algebra class. Leadership may administer the assessment again at the end of the year to measure seventh-grade readiness and eighth grade growth.

A six week planning template and a four square organizer elicit reflection and ensure that data are used thoughtfully. Teachers identify standards that warrant more time for whole-group instruction, new learning and re-teaching on the

Center City PCS – Congress Heights (continued)

Assessment Analysis Sheet and Instructional Plan. Students of major concern of not meeting proficiency are identified, and instructional strategies to use with them are listed. Much of the professional development is focused on assessments and their use. Over fifty percent of the staff is new and are learning how data can drive classroom instruction. As a result, the school is not yet a school that can be characterized as one possessing a school-wide data culture.

School Climate: There is an emerging sense of community at Center City PCS, Congress Heights campus. The leadership team and all stakeholders demonstrate sincerity and diligence in their desire to meet the educational and instructional needs established by the school's mission. Parents and students are clearly satisfied with the school according to interviews with parents, students in grades 3 through 7 and parent surveys. Student and staff interviews are supported by documentation that reveals the school's Core Values are incorporated into the learning environment and that students are consistently recognized for their positive accomplishments. This commitment to character education was noted by the visiting team who observed school's morning meeting that incorporated songs, chants and affirmations that have been developed specifically for the Congress Heights campus. The faculty feels supported by school leaders and student interviews indicate they perceive their teachers as knowledgeable and dedicated.

Although the Congress Heights leaders are to be commended on their efforts, it will be important to address the quality of communication across stakeholder groups and the implementation of the discipline policy. Based on student interviews and document review, there are a variety of extra-curricular activities in place for students, and the visiting team encourages school leaders to continue to establish additional enrichment opportunities for students. Finally, as the school continues to improve, it will be essential to ensure there are avenues to engage parents in the process.

Governance: No Board of Trustees member was available for the focus group. The review team did, however, speak with the Executive Director and Head of Schools. Center City has found strong instructional leadership for Congress Heights. Center City provides weekly professional development teachers and faculty. Center City has begun building renovations.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	8.70%	60.87%	30.43%	–	21.74%	65.22%	8.70%	4.35%
4	2009	23.81%	71.43%	4.76%	–	33.33%	61.90%	4.76%	–
5	2009	19.05%	47.62%	33.33%	–	33.33%	57.14%	9.52%	–
6	2009	9.09%	40.91%	40.91%	9.09%	13.64%	59.09%	22.73%	4.55%
7	2009	4.00%	40.00%	56.00%	–	8.00%	40.00%	52.00%	–
8	2009	13.64%	45.45%	36.36%	4.55%	22.73%	45.45%	31.82%	–

Center City PCS – Petworth Campus

510 Webster Street, NW 20011 | Ward 4 | (202) 726-9212

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	77
Fall 2008 Enrollment	234	Hispanic/Latino	22
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	94	Asian/Pacific Islander	1
Students Suspended (%)	18	Other	0
Students Suspended 5+ days (%)	2	Low Income	66
Truancy (%)	13	Special Education	3
Student/Teacher Ratio	12 to 1	English Language Learners	31

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The foundation of Center City’s curriculum is the Indiana Academic Standards combined with DC Standards. The curriculum uses an integrated instructional approach to hold students accountable. Center City’s curriculum is designed to equip the students with the knowledge they need to meet everyday challenges. Center City Petworth endeavors to make sure that learning is meaningful and enduring while also strengthening the application of essential basic skills across content areas. Assembled is a strong Board of Trustees that is effective in securing resources, support, and financial prowess for the school.

Instruction: The staff at Center City Public Charter School-Petworth Campus has a clear instructional philosophy that all stakeholders understand and claim. Instruction is driven by standards and pacing guides derived from the school’s curriculum and teachers are using a range of instructional strategies to deliver classroom instruction. These strategies include flexible grouping, collaborative grouping, direct instruction and independent practices. While teachers are aware of the term “differentiated instruction” and have been involved in professional development to implement this strategy, they are at the beginning stage of implementation and need further professional development to fully master this instructional strategy. The special education program uses an inclusion model, along with co-teaching and pull-out for students in special education; however, it is nearly impossible for one teacher to satisfy all of the requirements on the students’ IEPs and thus another teacher is urgently needed. The ELL program also needs additional staff to accommodate the large number of ELL students enrolled in the school.

Assessment: Teachers have been exposed to a variety of professional development sessions covering a range of topics and it is apparent that a needs assessment be given to drive the topics pertinent to the staff at the Petworth campus for professional development.

School Climate: Center City Petworth’s organizational culture is grounded in academic excellence, character education and collaboration in support of the school’s mission. The school’s leadership encourages all stakeholders to contribute to a climate that is conducive to teaching and learning. Teachers are supported through professional development opportunities and students are recognized for their school and personal accomplishments through numerous celebratory practices. School procedures uphold a safe and orderly environment and stakeholders exhibit a genuine sense of pride in the school as a “portrait of a Petworth graduate” evolves. Parents enjoy regular communication between the home and school and appreciate the collaborative atmosphere of the school.

Governance and Management: Center City Petworth enjoys the advantages of being part of an experienced network that provides training, oversight, resources, and support. As it has completed only its first half-year of operation the school already has in place instructional systems in an effort to address the needs of students and staff and they are confident that continued refinement will increase the school’s ability to deliver a high-quality program to its students while building a culture grounded in family, community, and tradition that will make Petworth unique to the Center City PCS network.

Center City PCS – Petworth Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	21.74%	47.83%	30.43%	–	30.43%	52.17%	17.39%	–
4	2009	16.00%	72.00%	12.00%	–	44.00%	48.00%	8.00%	–
5	2009	10.00%	60.00%	30.00%	–	20.00%	55.00%	25.00%	–
6	2009	8.70%	43.48%	47.83%	–	8.70%	56.52%	34.78%	–
7	2009	–	36.84%	63.16%	–	15.79%	21.05%	52.63%	10.53%
8	2009	5.00%	40.00%	50.00%	5.00%	–	30.00%	65.00%	5.00%

Center City PCS – Shaw Campus

711 N Street, NW 20001 | Ward 2 | (202) 234-1093

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	95
Fall 2008 Enrollment	246	Hispanic/Latino	3
Re-Enrollment Rate (%)	N/A	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	1
Students Suspended (%)	9	Other	0
Students Suspended 5+ days (%)	1	Low Income	78
Truancy (%)	32	Special Education	6
Student/Teacher Ratio	12 to 1	English Language Learners	7

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Center City Shaw Campus has developed a curriculum framework which is clearly defined and is based on the Indiana Academic Standards. The staff took on the task of aligning Indiana standards to the DC Standards to develop the standards for the school. Teachers are using the pacing guides to drive instruction, but they are not using them in a sequential order. The Central Office is working on developing curriculum maps and once these maps are completed, with effective Professional Development, teachers will be able to understand how to implement the curriculum to drive instruction. There is a six year Curriculum Review designed by the Central Office, to understand what works and what does not work, however, at the local school level, teachers feel they have no input to make changes.

Instruction: Center City-Shaw has a clear instructional philosophy and virtually all of the stakeholders at Center City-Shaw are invested in making sure that the school is an effective learning environment. The quality of instruction is somewhat uneven. Although we found that 85% of the teachers were fully engaged with their students and a substantial number of the teachers and students were effectively making connections in the instructional program, improvement could be made in differentiating instruction. All of the teachers observed interacted with the students in a respectful manner and the students seemed very comfortable in their learning environment. Center City-Shaw has a structure in its beginning stages of adaptation that is designed to enable all of the educators there to use data to drive instruction. Teachers have frequent professional development opportunities to build a repertoire of instructional strategies as well as their skill level in providing data-based instruction to all of their students. Teachers and the leadership team feel that some of the areas professional development should focus are differentiated instruction, higher order thinking skills, further work on more in-depth projects, and help for new teachers and teachers who are not yet “highly qualified”. More attention should be devoted to ensuring that students receive all of the hours and services outlined in their IEPs.

Assessment: The school administers multiple assessment instruments (DCCAS, PPVT, MAP, PALS, Performance and Achievement Series) which are designed to benchmark students’ progress over time. While various assessment tools are in place and properly administered, the process critical to translating data collection and analysis into positively impacting student achievement is not clear. While the stated, intended purpose for the data is to inform instructional decisions, there is still a developing process to do so. The lack of a clear understanding by teachers of how student data translates into effective classroom practice stifles the potential of such use. Additional development and support is necessary to ensure that an effective system is developed and implemented whereby the meaningful use of data drives the school’s instructional program.

Center City PCS – Shaw Campus (continued)

School Climate: The Center City Shaw Campus is a newly renovated facility which is clean and well maintained. Students, staff and parents feel the school is safe and orderly. Although there is a strong school-wide focus on discipline with student expectations fully understood by all members of the school community across all grade levels, parents expressed concerns that teacher attention is often taken away from instruction to deal with discipline issues. The academic learning environment is fostered through supporting students as “Shaw Scholars”. There is a strong Central Office which ensures that appropriate resources and materials are available for teaching and learning.

Governance and Management: The school, one of the seven Center City Public Charter Schools, is governed by a Board of Trustees which is comprised of nine members including two parents. The Board has defined its role as oversight and governance with fiduciary responsibilities. It allows the principal, whom it strongly supports, to lead the school toward its mission of service to the community. The principal is seen as the instructional leader of the school and ensures that the staff remains focused on the school’s mission by reviewing it at every staff meeting to reflect on whether decisions have or will move the school closer to its mission and design. The one Board member interviewed by the review team demonstrated a good understanding of the school’s overall mission. The Center City Central Office provides leadership to the seven schools as well as resources, professional development and oversight for curriculum.

FINANCIAL MANAGEMENT REVIEW:

- An interim financial management review performed by an independent auditor concluded that the school’s financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	16.00%	48.00%	36.00%	–	36.00%	56.00%	8.00%	–
4	2009	21.74%	34.78%	43.48%	–	30.43%	43.48%	21.74%	4.35%
5	2009	16.00%	48.00%	32.00%	4.00%	20.00%	64.00%	12.00%	4.00%
6	2009	13.04%	60.87%	26.09%	–	26.09%	65.22%	8.70%	–
7	2009	12.50%	50.00%	33.33%	4.17%	29.17%	37.50%	33.33%	–
8	2009	–	60.87%	39.13%	–	21.74%	43.48%	34.78%	–

Center City PCS – Trinidad Campus

1217 West Virginia Avenue, NE 20002 | Ward 5 | (202) 397-1614

DESCRIPTION: A program where the school culture embodies compassion, integrity, discipline and accountability.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	97
Fall 2008 Enrollment	219	Hispanic/Latino	2
Re-Enrollment Rate (%)	N/A	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	6	Other	0
Students Suspended 5+ days (%)	<1	Low Income	65
Truancy (%)	30	Special Education	4
Student/Teacher Ratio	12 to 1	English Language Learners	2

SELF STUDY REVIEW REPORT:

Curriculum and Standards: The curriculum of the Center City Schools is partially developed with many components in place. The integration of the Indiana and DC standards along with a quarterly pacing guide for instruction in the core areas—Reading/Language Arts, Mathematics, Social Studies and Science; and special subject areas: Music, Art, Physical Education and Foreign Language—provides direction for teachers in planning their instructional activities. The Center City Literacy Framework provides structure for the ninety-minute literacy block in kindergarten through eighth grade, and includes the readers’ and writers’ workshop, word study skills, guided and independent reading, and classroom libraries. The *Handwriting without Tears* and *Letter People* programs are used at the pre-kindergarten level. The Center City Schools have initiated plans for further curriculum development during a summer planning institute, and for carefully reviewing curriculum effectiveness in its initial phase. The completed curriculum should include scope and sequence guides, specific assessments aligned with content standards, as well as, sample unit and lesson plans. All elements of the school’s mission should be integrated into the standards-based curriculum to ensure that student learning outcomes related to character education, leadership development and service learning are clarified, monitored and assessed through standards measures.

Instruction: The priority placed on effective instruction is evident at the Trinidad campus. The continuity of staff over more than 15 years is evidenced by the organized and orderly manner in which each classroom performs and the collegiality in which they work. Many effective teaching techniques were observed during the Self Study Review site visit, particularly at the primary level. The school leadership utilizes a variety of support strategies to monitor and upgrade instructional practice, (e.g., daily classroom “walk throughs,”) use of the Instructional Planning Tool and the Instructional Action Plan. The Center City Schools have adopted a range of formative and summative assessments to measure student growth. The assessment package includes the Performance and Achievement Test Series which provide diagnostic results that can be used by teachers to establish instructional direction.

Assessment: Although considerable time is devoted to professional development, teachers could benefit from increased opportunities for hands-on experiences with understanding how student data translates into more informed instructional planning. These training sessions should be followed by scheduled planning blocks for teachers to plan collaboratively and individually. Additional resources and supports are needed for students identified as special needs and others at risk of failure; and immediate attention should be given to staffing compliance issues for special populations.

Governance and Management: The Center City Trinidad campus is highly regarded by the parents, students and school staff. The school’s character education program and the high standards for academic and social development have helped to shape a peaceful and supportive school decorum. The students are very respectful, engaging and can clearly articulate their pride in the school. The school’s legacy of educational excellence known within the Trinidad community provides an inspiring beginning for the new charter school conversion, and adds promise for the school’s vision of improving the lives of families of the community and graduating successive generations of productive citizens.

Center City PCS – Trinidad Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- An interim financial management review performed by an independent auditor concluded that the school's financial management practices and records are generally adequate.
- The school has long term financial planning goals that will enhance the longevity and the going concern of the school.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	16.00%	68.00%	16.00%	–	20.00%	76.00%	4.00%	–
4	2009	26.09%	65.22%	8.70%	–	26.09%	69.57%	4.35%	–
5	2009	–	50.00%	50.00%	–	5.56%	61.11%	33.33%	–
6	2009	3.85%	38.46%	57.69%	–	19.23%	57.69%	15.38%	7.69%
7	2009	–	40.00%	52.00%	8.00%	8.00%	48.00%	40.00%	4.00%
8	2009	–	25.00%	75.00%	–	–	50.00%	50.00%	–

Community Academy PCS - Amos I Campus

1300 Allison Street, NW 20011 | Ward 1 | (202) 723-4100

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	PS–5	African-American	80
Fall 2008 Enrollment	444	Hispanic/Latino	19
Re-Enrollment Rate (%)	68	Caucasian	<1
Average Attendance (%)	90	Asian/Pacific Islander	<1
Students Suspended (%)	8	Other	0
Students Suspended 5+ days (%)	3	Low Income	78
Truancy (%)	31	Special Education	5
Student/Teacher Ratio	20 to 1	English Language Learners	18

PROGRAM DEVELOPMENT REVIEW:**Curriculum**

The school has the components of a developing curriculum, including alignment to DC standards, instructional programs (Everyday Math, Core Knowledge, Houghton Mifflin) and pacing guides. Basic materials are in place to support the implementation of this developing curriculum and all teachers develop and submit weekly lesson plans to connect day-to-day instruction to broader units. Since the curriculum is still in its nascent stage, all components of a fully-developed program across grade levels are not yet in place. This includes full instructional alignment, inclusive of assessment opportunities and teaching strategies. Consequently, the review team did not observe strict adherence to or fidelity of implementation of the school's developing curriculum. Furthermore, there is no school-wide system in place to review, update and modify the curriculum.

Instruction

The PDR team observed a variety of effective instructional strategies in action, including centers, differentiated instruction, the use of graphic organizers, teachers making connections to students' lives and/or other subjects. Additionally, students showed enthusiasm for learning and were generally engaged in classroom activities. In effort to support students struggling academically, numerous programs are available, including after-school tutorials, Kids' House, extended literacy blocks and Voyager reading intervention program. CAPCS provides two weeks of summer professional development for teachers, six Saturday professional development sessions and ½ day monthly professional development throughout the year.

Despite a variety of instructional strategies observed, there is an inconsistent school-wide instructional philosophy or framework. As indicated in interviews, there is also an inconsistent understanding of resource availability, the process to request it and the follow-up communication regarding if materials will be ordered and when delivered. Elements of both special education and ELL supports are in place, but there are no school-wide curricular programs for ELLs and students with special needs. Furthermore, while varied professional development opportunities exist, most professional development is general to all CAPCS schools and not designed specifically to support the needs of Amos I teachers or the SIP. Teachers indicated dissatisfaction with limited central office response to their needs/wishes and there is insufficient planning time available for teachers to plan independently and collaboratively.

Assessment

There are many elements of an emerging data-driven culture at Amos I, beginning with the availability of multiple assessments: DRA2, CKPAT, Terra Nova, Flannagan math drills, DC BAS, DC BAS, CAPCS mid-year assessments and teacher-made assessments. Assessment data, primarily DC BAS, is used to measure student performance and benchmarks on a regular and on-going basis. Teachers meet bi-weekly with academy leaders to review data and develop "prescriptions"

Community Academy PCS - Amos I Campus (continued)

for each student. SWIS data is also used to address non-academic goals for discipline and student services. The school has an effective SST process in place to identify struggling students in academic and non-academic areas.

Beyond Think Link, the school currently does not have a user-friendly data management tool that aligns all longitudinal assessments for easy retrieval and comparison analysis. Furthermore, students' learning is based largely on standardized test data with little emphasis on formative assessments and alternative assessments.

School Climate

The school provides a warm and inviting learning environment for all students. In interviews, students and teachers indicated a sense of safety and respect that permeates the community. Teachers support and mentor one another, and view colleagues as professional resources.

The school recognizes its students with awards for attendance, achievement and citizenship. Additionally, students and staff participate in morning meetings to reinforce school expectations, including the commitment to citizenship. Parents are committed to the school, volunteer regularly and support the overall CAPCS mission. The school also employs a full-time parent coordinator who's available to organize parents and advocate their interests. Finally, the school regularly and openly communicates with parents through newsletters, progress reports, conferences and regular phone calls.

Though the school allocates significant time to honor students, teachers are not often celebrated or recognized for their commitment to the kids, the school and educational advancement of the CAPCS community. Also, though the school is safe, multiple stakeholders reported inconsistent implementation and follow-through of school-wide discipline policies. As an example, the PDR team noted numerous students wandering the halls, hiding in stairwells or waiting unattended in the main office. Dismissal procedures observed also reflect a lack of organization, particularly during inclement weather.

Governance and Management

The Board of Trustees is comprised of a talented and diverse group of professionals who are deeply committed to the CAPCS community and Amos I. Board members have opportunities to attend trainings that enhance their governance abilities in pursuit of the school's mission. An academy leader was recently appointed in July 2008 and she has joined fellow CAPCS administrators in monthly professional development to hone her skills and assimilate to the CAPCS model.

There is a considerable emphasis on CAPCS consistency from campus to campus with centralized control, but little opportunity for site-based leadership to make decisions. As a result, many school processes at Amos I are inefficient and unclear. For example, there is an inconsistent understanding by all stakeholders of the budgetary development process, curriculum development process, design of professional development, requests for resources, and hiring procedures. Mixed messages indicate that some processes are reported as inclusive when the decisions are actually top down. Also, it is unclear from interviews with all stakeholders who the instructional leader is and who makes instructional decisions at Amos I. This stems from a confusing organizational structure and flow of accountability at the central office. Furthermore, high teacher turnover from year to year remains a real challenge.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$496K surplus increasing its net asset balance to \$1,180K.

Community Academy PCS - Amos I Campus (continued)

BOARD ACTIONS:

- August 18, 2008 - Approved Community Academy PCS’s request to temporarily operate in a new location
- January 26, 2009 - Conditionally approved Community Academy PCS’s accountability plan
- June 15, 2009 - Approved Community Academy PCS’s enrollment ceiling increase request

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	6.00%	32.00%	58.00%	4.00%	6.00%	14.00%	12.00%	68.00%
4	2009	20.00%	40.00%	37.14%	2.86%	8.57%	37.14%	45.71%	8.57%
5	2009	14.89%	44.68%	40.43%	–	14.89%	51.06%	31.91%	2.13%

Community Academy PCS - Amos II Campus

1351 Nicholson Street, NW 20011 | Ward 1 | (202) 723-5136

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	PS-K	African-American	67
Fall 2008 Enrollment	132	Hispanic/Latino	30
Re-Enrollment Rate (%)	57	Caucasian	2
Average Attendance (%)	90	Asian/Pacific Islander	1
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	60
Truancy (%)	66	Special Education	1
Student/Teacher Ratio	20 to 1	English Language Learners	43

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The Amos II campus places strong emphases on academic growth and achievement of its preschool, pre-K and kindergarten students, as validated by the high levels of growth documented by this year's literacy skills test scores. The quality of the curriculum has been enhanced by new CAPCS curriculum maps for preschool and pre-K, and monthly pacing guides that are aligned with DCPS standards and are supported by Core Knowledge and Everyday Math curriculum resources. There has been an increased emphasis on science content, materials, student learning objectives and prioritization by teachers. There exists, however, uneven implementation of different elements of the curriculum across classrooms which negatively impact curriculum fidelity. Enhancements such as the use of readers and pre-readers selected to address the differentiated needs of individual students, the promotion of higher order thinking and materials specifically targeting ELL students' language and literacy development for use by classroom teachers are needed.

Instruction: The site has begun to use a collaborative planning approach to designing unit/theme lessons that are used at each grade level which was evident in the classroom observations. In addition, there has been a concerted effort to actualize the training on Responsive Classroom routines during the morning meetings. The school has targeted instructional strategies directed at effective teaching, active engagement of students, and an emphasis on literacy. There is additional instructional support in ELL in the form of a push-in model with the ESOL teacher working in all classrooms twice per week. Art is also an integral part of the instructional program and an Early Childhood Coach comes weekly to mentor new and non-tenured teachers and to monitor instruction. Current student work that is clearly connected to student learning outcomes was displayed throughout the school. The school has taken initial steps towards effective interventions for struggling students by incorporating prescription sheets for targeted students and through its SST. Although documentation and school leadership emphasized Higher Order Thinking Skills (HOTS) and differentiated instruction, the team did not see evidence of these in most classrooms. Technology is not fully utilized throughout the school.

Assessment: A coordinated plan of assessment, analysis and use of test data (CK-PAK, DRA2 and Everyday Math) is implemented to track and monitor curriculum and instruction. Test results and analysis are reported to the school community during the fall, at mid-year and during the spring. Beginning in the spring of 2009, student performance data will be expanded to include the administration and analysis of a national comparison at the kindergarten level.

Climate: Parents appreciate the school's cleanliness, inviting and exciting atmosphere, teachers' active engagement and the good condition of the physical plant. Security systems issues have been adequately addressed since the last self-study review. The school exemplifies a child and family-centered community which celebrates student achievement and participation in a variety of ways. The Academy Leader provides inspirational leadership which is acknowledged by her

Community Academy PCS - *Amos II* (continued)

faculty, the parents and students. Students' internalization of the school's code of conduct/discipline policy is prominent throughout the school (i.e. "I'm making good choices today"). The parent focus group indicated that parents are very satisfied with the open door policy, availability and receptivity of teachers and level of communication and information they receive from school staff.

Governance and Management: The Board of Trustees demonstrates and utilizes a significant general understanding of the CAPCS mission and program design in its governance and oversight of the AMOS 2 campus. The Board exercises its functions through monthly Board-management team meetings and a committee structure (Governance, Audit, Education, Development and Finance) that focuses on specific Board responsibilities and initiatives. The management team and academy leader provide periodic briefings and updates. Board members participate in trainings and special events or meetings to keep abreast of performance outcomes and general operating status. Parent participation on the Board is limited to two parents who officially represent all parents enrolled in the five CAPCS schools. There was a desire on the part of the parents at this site to have more of a site-specific voice on the Board. The management team and the AMOS- Academy leader collaborate to facilitate effective governance and management of the campus.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$496K surplus increasing its net asset balance to \$1,180K.

BOARD ACTIONS:

- August 18, 2008 - Approved Community Academy PCS's request to temporarily operate in a new location
- January 26, 2009 - Conditionally approved Community Academy PCS's accountability plan
- June 15, 2009 - Approved Community Academy PCS's enrollment ceiling increase request

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Community Academy PCS - Amos III Campus

1400 First Street NW 20001 | Ward 2 | (202) 234-2122/2123

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	PS–5	African-American	100
Fall 2008 Enrollment	202	Hispanic/Latino	1
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	85	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	88
Truancy (%)	8	Special Education	5
Student/Teacher Ratio	20 to 1	English Language Learners	1

SELF STUDY REVIEW REPORT:

Curriculum: The school’s curriculum is in the developmental stages with the core subjects of science and social studies not having complete curriculum maps aligned to DC Learning Standards. Science and social studies use Core Knowledge guides in place of curriculum. While the curriculum is developing, it is essential that teachers consistently know what to teach and what students should know and be able to do. It is recommended that the Leadership Team download from the District of Columbia Public Schools, Office of Academic Services: Division of Standards and Curriculum <http://www.k12.dc.us/dcps/standards> curriculum for science and social studies grades K-5 so that teachers will have curriculum for all core areas while the school’s curriculum is being developed. The school’s mission, goals, and philosophy were not consistently articulated or consistently evident within the curriculum. The school uses Core Knowledge, Every Day Math, and Houghton Mifflin texts, aligned to support the DC Learning Standards, as resources to support curriculum implementation for reading and math. There are more than adequate potential resources listed in the existing curriculum maps in the form of texts, Core Knowledge, and websites; although the utilization there of was inconsistent. Teachers are acquainted with the reading and math curriculum and supporting resources through professional development (PD) provided by the Charter Management Organization (CMO). The school’s PD is conducted at faculty meetings held one Wednesday per month after school. Further materials, texts, technology programs, classroom libraries, and equipment are needed to fully implement the developing curriculum. Interim assessments are available; however, at this time, data is not available in the form or frequency needed to make curricular and instructional decisions.

Instruction: Class size averages between 15–18 students with teaching assistants in each early childhood classrooms. Respectful interactions between staff and students were observed. “Expectations for Excellence” norms are posted prominently throughout classrooms and students appear cognizant of these school-wide expectations. Reading and Mathematics textbooks and/or materials are in place in each classroom. There does not appear to be a clear instructional philosophy in place at Amos III. The team observed grouping for instruction mostly in the early childhood classes and whole class instruction mostly in grades I-5 with various levels of student engagement. Support staff is available, however, there seems to be no clear-cut instructional model for their responsibilities, priorities and plans for improving student achievement. The leadership’s monitoring of instruction, to include reflective feedback, needs to become more consistent and purposeful. Teacher planning time is scheduled throughout the school year, however it was not clear what impact this planning is having on improving the instructional program. Additionally, the faculty feels that there is a need for more targeted and differentiated professional development and clear direction to achieve teacher capacity. The availability and use of instructional technology, (i.e., video visualizers, overhead projectors or computers) to enhance student performance and teacher practice appeared to be limited to non-existent.

Community Academy PCS - Amos III Campus (continued)

Assessment: The assessment processes and procedures necessary to support a data driven standards-based learning environment are still developing at Amos III. The school administers multiple assessment instruments (TerraNova, DRA, DIEBLES, DCBAS, CK-PAT) that are designed to benchmark students' progress over time. While the stated intended purpose for the data is to inform instructional decisions, there is no systematic method in place to do so. The lack of a method for conducting data analysis stifles a clear coherent process for the use of the data to drive instructional decisions. Additionally, there is no process in place to ensure that individual students who are struggling receive the help and support they need to continue to grow and develop. Additional development and support is necessary to ensure that an effective system is developed and implemented and the meaningful use of data to drive the school's instructional program.

School Climate: It is clear that, because of the limited tenure and new venue of Amos III, some of the school's programs have not been fully implemented. The parents stated that they were pleased and excited with the climate of the school. The students feel they are being successful at Amos III. Furthermore, students and staff expressed that they felt safe and nurtured, and it is clear that stakeholders understand the discipline process. However, the faculty, students and administrators are not consistent in their understanding of the mission of the school and how it is to be realized. Although most of the interaction of staff and students is positive and meaningful, there were incidents where teachers were observed being disrespectful to students during disciplinary actions. Due to the newness of the school, the team is relying on the parent interview to gauge parent satisfaction. The school offers fewer academic opportunities for parental involvement than social activities. The students are frequently celebrated formally and informally; conversely, there was little to no evidence of faculty and staff being celebrated.

Governance: The Board of Trustees for the Community Academy Public Charter Schools, which is the same for the Amos III campus, is composed of 16 individuals with varying areas of expertise to include business, law, education and parenting (as there are two parents that serve on the board). A commitment to the success of all CAPCS schools was clearly articulated by the participating Board members (3 of 16 were present for the focus group). However, no strategic plan for Amos III could be articulated (i.e., eventual grade spans, programmatic goals, unique programs, etc.); nor was there a clear vision for how the mission of the CAPCS schools would be accomplished at the Amos III campus. Additionally, clarity around the systems and procedures for managing and evaluating the success of Amos III and the Charter Management Organization was sparse. This phenomenon is attributed to the current organizational structure of CAPCS schools which places the Board as an equal to the founder, rather than a governing body that provides guidance and oversight to the school ensuring all measures necessary to promote student success are in place. The current arrangement of the organization does not fully allow for proper checks and balances, as was evident by the lack of plans and shared understanding for the goals and direction of a major initiative such as Amos III.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$496K surplus increasing its net asset balance to \$1,180K.

BOARD ACTIONS:

- August 18, 2008 - Approved Community Academy PCS's request to temporarily operate in a new location
- January 26, 2009 - Conditionally approved Community Academy PCS's accountability plan
- June 15, 2009 - Approved Community Academy PCS's enrollment ceiling increase request

Community Academy PCS - Amos III Campus (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	14.29%	64.29%	14.29%	7.14%	21.43%	71.43%	7.14%	–
4	2009	38.10%	47.62%	14.29%	–	33.33%	42.86%	23.81%	–
5	2009	23.08%	53.85%	23.08%	–	23.08%	46.15%	30.77%	–

Community Academy - Butler Bilingual Campus

5 Thomas Circle, NW 20005 | Ward 2 | (202) 332-6565

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	PS–3	African-American	67
Fall 2008 Enrollment	156	Hispanic/Latino	24
Re-Enrollment Rate (%)	65	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	6
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	83
Truancy (%)	8	Special Education	6
Student/Teacher Ratio	20 to 1	English Language Learners	25

SELF STUDY REVIEW REPORT:

Curriculum and Standards: The school has a well defined English/Language Arts and Mathematics curriculum in place for Pre-School through third grade which is aligned with Early Learning and DC Learning Standards. Appropriate materials and resources are available to support implementation of the existing curriculum. Teachers effectively modify the existing curriculum at the site level to meet student needs. The teachers are currently using Core Knowledge guides to implement science and social studies which are not as clearly established, compromising curriculum fidelity. In the interim, teachers should refer to the District of Columbia Public Schools (DCPS) website to download the curriculum and standards found at <http://www.k12.dc.us/dcps/standards>.

Instruction: Teachers instruct students utilizing various strategies that provide opportunities for student learning and active engagement in the learning process. Frequent review of current assessment data assists teachers in developing and monitoring appropriate student skill groupings across grade levels for the Reading and Language Arts. Butler uses consistent documentation of sustained processes and strategies in place to meet the needs of English Language Learners (ELL). Students with Individual Education Plans (IEP's) have written strategies and accommodations that support the student in making progress toward meeting school and IEP goals. Butler helps teachers meet goals and address identified student learning shortcomings through extensive data collection, tracking, and analyses in order to inform instruction. All teachers and students are informally observed by daily three minute walk-throughs by the Academy Leader. The development of curriculum maps in math, science and social studies would enhance teacher instruction and student learning. There are many engaging and purposeful programs being used at Butler that support student learning and achievement; however, documentation was not always available to verify implementation and related adjustments.

Assessment: The school administers multiple assessment instruments (i.e. TerraNova, DRA, EveryDay Math, DCBAS, CK-PAT) that are designed to benchmark students' progress over time. The school is constantly tracking student data to form skill groups and skill sets. However, the assessment processes and procedures necessary to support data informed instructional strategies and practices are still developing at Butler. Standardized data housing, collection, analysis, display, and sharing rests solely on the Academy Leader. The teachers and the Academy leader use several data capture sheets to track data. As the school grows, one person will not be able to collect, analyze, organize, display and lead the high quality utilization of available data. The school needs a data warehousing system to aid in collecting, analyzing, correlating, and archiving data.

School Climate: Butler is very positive, bright, clean, inviting educational setting, in no small part to the exceptional Academy Leader who works actively and deliberately to foster a positive academic environment where teaching and learning are greatly valued. Students are held to high academic and behavioral standards. Teachers are provided proactive feedback which has seemingly created high commitment and clear sense of communal ownership, pride and enthusiasm.

Community Academy - *Butler Bilingual Campus* (continued)

Parents are pleased with the systematic and regular communication, and appreciate that they are held accountable as viable partners in the education of their children. While parents find the school ideal in many ways there is some concern around security.

Closely related is safety in regards to drop-off and pick-up access due to the physical location of the school. Consideration should be given to reassessing security measures and accessibility of the facility. Dialog is strong within the school; however, clear and intentional communication between the school-site and the Board of Trustees that would allow parents a voice and to be informed of activities and decisions of the Board need to be established. Additionally, efforts to formally gain parent, teacher and student input to assess ongoing satisfaction with the school's educational programs and operation should be strongly considered.

Governance: The Board of Trustees for the Community Academy Public Charter Schools community, which is the same for the Butler campus, is comprised of 16 individuals with varying areas of expertise including: business, law, education and parenting (as there are two parents that serve on the board). Commitment to the success of all CAPCS schools was clearly articulated by the participating Board members (3 of 16 were represented for the focus group). The strategic plan for Butler is to solidify a facility where the school can grow to capacity. The current Academic Leader is well respected by CMO members, parents, teachers, and students. The Academy Leader clearly needs another person in leadership with whom to share leadership responsibilities in order for the school to broaden academically and grow to capacity. In addition, a data warehousing system is necessary in order to collect, analyze, coordinate, organize, display, and archive data to inform instructional strategies and student progress. BOT members acknowledged that there is currently a lack of clarity delineating roles between the CMO and the BOT. CMO representatives shared that they will be moving to site based budgeting in response to concerns around requisition and procurement processes.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$496K surplus increasing its net asset balance to \$1,180K.

BOARD ACTIONS:

- August 18, 2008 - Approved Community Academy PCS's request to temporarily operate in a new location
- January 26, 2009 - Conditionally approved Community Academy PCS's accountability plan
- June 15, 2009 - Approved Community Academy PCS's enrollment ceiling increase request

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	16.67%	58.33%	25.00%	–	16.67%	33.33%	50.00%	–

PS/PK-8 PROGRAMS

Community Academy PCS - Online Campus

1351 Nicholson Street, NW 20011 | Ward 4 | (202) 222-5031 or (202) 234-5437

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	K-8	African-American	59
Fall 2008 Enrollment	100	Hispanic/Latino	3
Re-Enrollment Rate (%)	67	Caucasian	34
Average Attendance (%)	98	Asian/Pacific Islander	4
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	48
Truancy (%)	0	Special Education	3
Student/Teacher Ratio	20 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
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PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	–	27.27%	72.73%	–	9.09%	36.36%	45.45%	9.09%
4	2009	–	45.45%	54.55%	–	–	27.27%	72.73%	–
5	2009	–	30.00%	70.00%	–	30.00%	30.00%	20.00%	20.00%
6	2009	–	25.00%	58.33%	16.67%	8.33%	41.67%	41.67%	8.33%
7	2009	–	9.09%	72.73%	18.18%	–	30.00%	60.00%	10.00%
8	2009	–	–	75.00%	25.00%	–	–	75.00%	25.00%

Community Academy PCS - Rand Technology Campus

33 Riggs Road, NE 20011 | Ward 5 | (202) 723-4011

DESCRIPTION: A family-centered, community-focused learning environment that offers a world-class preschool through secondary education.

School Data		Student Demographics %	
Grades Served	PS-8	African-American	92
Fall 2008 Enrollment	353	Hispanic/Latino	9
Re-Enrollment Rate (%)	66	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	1	Low Income	87
Truancy (%)	48	Special Education	11
Student/Teacher Ratio	20 to 1	English Language Learners	13

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Community Academy Public Charter School-RAND is using curriculum frameworks and monthly pacing guides developed by Standards Works in reading and mathematics. The school curriculum maps are incomplete especially in social studies and science. Lesson plans used in the core courses are not infused with differentiated instruction and materials/resources to meet the student's needs. Although middle school teachers meet weekly to discuss materials/and resources needed to support classroom instruction, there is a lack of hands-on science materials, social studies materials, classroom libraries and sufficient ELL materials to support grammar and syntax and additional leveled reading materials for the middle school.

While some staff members demonstrate a clear understanding of the curriculum and implement it with fidelity, Community Academy Public Charter School/ RAND does not have clear and ongoing procedures in-place to update the curriculum.

Instruction: Classroom observations and interview focus data demonstrated that proactive classroom management strategies and positive communications between teachers and students are uniform expectations throughout the school. Teachers and students demonstrated mutual respect and consideration for each other most of the time as observed in 11 of 14 classrooms. Across all grades and disciplines, observations and a review of the documents found lesson plans include core components (e.g., standards, learning objectives, activities, assessment and homework.) There is a focused effort to provide additional support for students who need intervention in reading and mathematics inclusive of an after-school tutoring program. The classroom observations, however, demonstrated a lack of uniform and consistent use of critical thinking strategies, open-ended questioning, and facilitation on the part of teachers to allow students to predict, plan, monitor, and/or reflect on their work and conceptual understanding.

Assessment: The school has made great strides in the development of a school-wide assessment plan that includes a more than adequate range of assessments of formative and summative with subsequent data, as well as, standardized diagnostic and performance assessments (i.e. DIEBELS, Terra Nova, DC BAS, SDRT/DRA, Everyday Math, some teacher made assessments etc.) that clearly and accurately identify student strengths and weaknesses. There are on-going, informal classroom assessments, which however fall short of providing increased instructional opportunities.

The school has also provided an effective means of adjusting instruction based on the data for each student; the Instructional Prescription. Evidence of consistent and uniform monitoring of prescription implementation such as the walkthroughs; however, necessary follow up is not apparent.

Climate: The school has established a safe and orderly environment, which is conducive to teaching and learning as reported by teachers, administrators, students, and parents. Parents appreciate and support the many activities open to them and students noted their thanks for the extra academic help the teachers give them. Parents did express their concern

Community Academy PCS - Rand Technology Campus (continued)

regarding lack of lighting on the parking lot and the traffic patterns for “drop-off” students and the students interviewed supported this appraisal. Another issue to address is the parent’s lack of knowledge regarding the process to express their concerns and have them addressed. Awards and incentives exist for both parents and students.

Governance and Management: The Board of Trustees demonstrates and utilizes a significant general understanding of the CAPCS mission and program design in its governance and oversight of the RAND campus. The Board has a vision for focusing on the academic achievement –“academic achievement is the primary focus of the school right now”- at this campus and weaving that focus into a re-examination of the technology-gearred mission and subsequent programmatic design. The Board exercises its functions through monthly Board-management team meetings and a committee structure (Governance, Audit, Education, Development and Finance) that focuses on specific Board responsibilities and initiatives. The management team and academy leader provide periodic briefings and updates and Board members participate in trainings and special events/meetings to keep abreast of performance outcomes and general operating status. The Board is aware that there is a need to provide ongoing support and outreach to address the retention issues at the school for both administration and staff.

SIP: School Improvement Plan (SIP). CAPCS Rand Campus is in School Improvement status year 2 under the No Child Left Behind (NCLB) legislation. The school did not make AYP specifically in reading and 5th grade math. As part of the School Improvement Plan (SIP) students participate in intervention programs during the day and after school. A math specialist and reading specialist provide teachers with coaching, monitoring and feedback and teachers participate in on site and off-site professional development. Parents are provided with multiple opportunities for involvement and there is currently an active Parent Community Teacher Organization. Although the school has implemented many of its SIP goals and objectives, there is no tool or process in place to monitor the implementation and effectiveness of the interventions and strategies.

FINANCIAL MANAGEMENT REVIEW:

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- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$496K surplus increasing its net asset balance to \$1,180K.

BOARD ACTIONS:

- August 18, 2008 - Approved Community Academy PCS’s request to temporarily operate in a new location
- January 26, 2009 - Conditionally approved Community Academy PCS’s accountability plan
- June 15, 2009 - Approved Community Academy PCS’s enrollment ceiling increase request

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	18.18%	45.45%	36.36%	–	31.82%	27.27%	40.91%	–
4	2009	10.34%	37.93%	48.28%	3.45%	6.90%	27.59%	62.07%	3.45%
5	2009	11.54%	50.00%	38.46%	–	23.08%	42.31%	26.92%	7.69%
6	2009	21.88%	46.88%	31.25%	–	25.00%	37.50%	34.38%	3.13%
7	2009	4.17%	60.42%	33.33%	2.08%	12.50%	41.67%	41.67%	4.17%
8	2009	–	64.81%	35.19%	–	9.26%	50.00%	38.89%	1.85%

D.C. Preparatory Academy PCS – Benning (EC)

100 41st Street, NE 20017 | Ward 7 | (202) 398-2838

DESCRIPTION: A developmentally appropriate, academically challenging education for preschool, elementary and middle school-aged children.

School Data		Student Demographics %	
Grades Served	PS–PK	African-American	100
Fall 2008 Enrollment	107	Hispanic/Latino	0
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	87	Asian/Pacific Islander	0
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	73
Truancy (%)	N/A	Special Education	0
Student/Teacher Ratio	9 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum and Standards: The core curriculum is aligned with DCPS standards and the school’s mission, goals and philosophy, and is being implemented by all pre-school and pre-kindergarten teachers. The school has a curriculum director who meets with the lead teachers weekly and is responsible for the curricula, materials, texts and professional development activities as well as observations and feedback conferences. The school also has a director of new teacher development who observes the resident teachers weekly and provides professional development. All classes hold morning meetings and literacy is an intentional strong focus. Teachers work to integrate art, music, health and physical education into daily lesson plans and instruction. Each classroom has a technology station which is incorporated in the daily center opportunities for the students. There is a science teacher and a Spanish teacher who provide daily lessons to all classrooms for 25 minutes. The leadership team is aware of the need for scope and sequence documents for all core content areas.

Instruction: The instructional philosophy at DC Prep BEC is well articulated by school leadership, and is in the process of being translated to everyday practices by all teaching staff. School leadership spends time observing teachers, providing feedback and facilitating professional development opportunities to improve teacher practice. Instructional planning time is available twice a week for collaborative planning, and all teachers have daily planning time. Teachers conduct planning with standards and focus objectives in mind, and are working towards the expectations put forth by the school leadership. The overall quality and developmental appropriateness of instructional strategies varied by classroom, and differentiation of instruction based on individual needs was inconsistent as well. Additionally, there is a need to focus specifically on the pre-referral and referral process for children who might be identified as having special needs, as stakeholders were unsure or unsatisfied with the support and referral processes.

Assessment: The school uses the Early Childhood Observation Record (ECOR) to summarize observational data collected on students in preschool and prekindergarten. The students are observed over a three day period and the observation data are recorded on the ECOR three times a year (in the fall, winter and spring). While this system begins to provide a structure for benchmarking student progress, it could be improved by gathering data for ECOR ratings using increasingly authentic strategies. The school leadership team is investigating other methods of assessments for the population they serve, and is in the beginning stage of portfolio development that include dated samples of student work selected by the student or teacher. BEC is working towards a comprehensive and systematic plan for collecting and reviewing assessment information that is integrated with curriculum planning. This comprehensive assessment plan should rely heavily on the observations of children’s development, descriptive data, collections of representative work by children, and demonstrated performance during authentic activities. An integral component of the assessment plan should be input from families as well as children’s evaluations of their own work.

D.C. Preparatory Academy PCS – Benning (EC) (continued)

School Climate: DC Prep BEC is a positive, bright, clean, inviting and safe educational setting. Leadership, teachers and students work to foster a positive academic environment where teaching and learning are valued. There is a sense of communal ownership with involved stakeholders. Students are taught social skills via the Project CLASS character education model, which is reinforced by adults in the school environment. Open and regular communication takes place between the school and home/families. Efforts to establish a parent driven PTO are underway, which could further strengthen the school community. While parents seem pleased and find the school ideal in many respects, they spoke of a need for additional academic rigor and differentiation, and would like to see additional enrichment offered including more movement and art. Observation and focus groups also indicate a need for closer evaluation of students struggling academically and/or behaviorally in spite of attempted interventions in deeper efforts to ensure success for all students.

Governance and Management: There is a clear understanding of leadership roles at the Board, home office and school level. The Board's membership, which consists of a broad range of diverse skill sets, backgrounds and experience, including business leaders, educators and parents, focuses on the overall governance, strategy and vision to guide and support DC Prep in the pursuit of its mission. School management focuses on the daily operation of the school and organization. Board members are kept abreast of performance metrics reflected in the Academic Dashboard reports highlighting key data shared during its regular bimonthly meetings. The Board has committed to provide needed resources to ensure BEC's success and has secured physical space at the current location to support expected growth as indicated in the charter (Pre-School–3rd grade) to accommodate projected expansion of a new grade each year and enrollment of 180 students for 2009–10 and ultimately 360 students. The Board conducts an annual in-depth evaluation of the CEO using a 360 feedback process to determine whether the organizational goals and performance objectives are being met. A national search to fill the CAO position is underway and is viewed by all stakeholders as a priority. In an effort to carry out the objective of “creating a shared culture and sense of place” and “fostering a home-school partnership and shared aspirations”, the entire school community would benefit from the establishment of regular communications between the Board, parents, teachers and the students they serve.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$611K surplus and increased its net asset balance to \$5,190K.

BOARD ACTIONS:

- January 26, 2009 - Granted full charter continuance to D.C. Preparatory Academy PCS

UNIQUE ACCOMPLISHMENTS:

- DC Prep inaugurated Summer EX! — a three-week, theme-based program to prevent summer learning loss and ensure that DC Prep student's are engaged in rich, stimulating learning *year-round*.
- DC Prep's Benning Elementary Campus opened with 110 students in PreSchool and Pre-kindergarten. The campus, which is part of OSSE's Incubator Initiative, will “grow up” a grade each year until students reach the 3rd grade.

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

D. C. Preparatory Academy PCS – Edgewood Elementary Campus

707 Edgewood Street, NE 20017 | Ward 5 | (202) 635-4411

DESCRIPTION: A developmentally appropriate, academically challenging education for preschool, elementary and middle school-aged children.

School Data		Student Demographics %	
Grades Served	PS–3	African-American	98
Fall 2008 Enrollment	376	Hispanic/Latino	2
Re-Enrollment Rate (%)	78	Caucasian	<1
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	11	Other	0
Students Suspended 5+ days (%)	2	Low Income	72
Truancy (%)	15	Special Education	5
Student/Teacher Ratio	9 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school continues to refine curricular documents inclusive of curriculum maps that are aligned to the District of Columbia Learning Standards. Professional development designed to revise, modify and upgrade existing curriculum maps, and to plan standards-based instructional delivery is on-going. Review of these documents indicated that teachers utilize a standardized revision process to modify curricular documents on a weekly basis. DC Prep implements a character development component with its own curriculum, and also utilizes selected curricular documents to meet the needs of students who are at-risk of academic failure.

Instruction: DC Prep is committed to providing an intense instructional program to all students at the school. To this end, the school day is longer which gives students more time on task. Pull-out and tutorial programs are built into the school day to increase the potential of academic success for all students. Considerable time and attention are spent on professional development and teachers have sufficient time for planning and collaboration. The leadership team has conscientiously employed more staff to support a co-teaching program and to provide each teacher with a peer coach. The review team recommends more targeted professional development in the areas of differentiated instruction and effective questioning techniques that are designed to foster critical thinking skills.

Assessment: The school administers both external and internal assessments to monitor student progress, with weekly teacher collaboration on student performance. The school recognizes the need to implement a process for disaggregating data by sub groups to inform instructional decisions. The yearly assessment calendar is shared with multiple stakeholders. DC Prep uses prescriptive action plans to implement prioritized standards. The review team recommends that teachers engage in the tasks of disaggregating and analyzing data to further inform instructional decisions, specifically as this relates to subgroups.

School Climate: DC Prep’s positive school climate is enhanced by the implementation of character development and “Prep Dollars” incentive programs. The school facility is attractive, orderly, and child-centered. The safety and security of its students are valued and the school is conscious of its external environment and has hired a security officer to assist with students as they enter and exit the building. Parents expressed a high level of satisfaction with the school and its open-door policy. They shared that they have access to the teachers via phone and e-mail. There is a DC Prep parent on the Board of Trustees who serves as the liaison between the school leadership and the Board, and an organized parent organization. The school implements an extensive reward and recognition system for both students and staff.

D. C. Preparatory Academy PCS – Edgewood Elementary Campus (continued)

Governance and Management: The Board of Trustees manages the school in accordance with its design and mission. It is organized by committees and has a parent representative who serves as a liaison between the Board and parents (the other parent BOT spot is in the process of being filled). The BOT continues to provide resources, with a “spend money as necessary in the areas of special education, assessment and teacher development” in the school’s mission to meet academic success. The Board receives performance updates every six weeks on attendance, homework, enrollment (recruitment and retention), budget, assessment and the accountability and school improvement plans.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$611K surplus and increased its net asset balance to \$5,190K.

BOARD ACTIONS:

- January 26, 2009 - Granted full charter continuance to D.C. Preparatory Academy PCS

UNIQUE ACCOMPLISHMENTS:

- DC Prep inaugurated Summer EX! — a three-week, theme-based program to prevent summer learning loss and ensure that DC Prep student’s are engaged in rich, stimulating learning year-round.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	7.94%	49.21%	42.86%	–	15.87%	42.86%	33.33%	7.94%

D. C. Preparatory Academy PCS - Edgewood Middle Campus

701 Edgewood Street, NE 20017 | Ward 5 | (202) 832-5700

DESCRIPTION: A developmentally appropriate, academically challenging education for preschool, elementary and middle school-aged children.

School Data		Student Demographics %	
Grades Served	4–8	African-American	96
Fall 2008 Enrollment	255	Hispanic/Latino	3
Re-Enrollment Rate (%)	83	Caucasian	1
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	35	Other	0
Students Suspended 5+ days (%)	8	Low Income	70
Truancy (%)	9	Special Education	16
Student/Teacher Ratio	9 to 1	English Language Learners	5

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$611K surplus and increased its net asset balance to \$5,190K.

BOARD ACTIONS:

- January 26, 2009 - Granted full charter continuance to D.C. Preparatory Academy PCS

UNIQUE ACCOMPLISHMENTS:

- 100% of DC Prep's third graduating class headed to college-prep high schools. Over 65% were accepted in highly selective schools including Phillips Academy Andover, Sidwell Friends, St. Albans, Georgetown Visitation, Bullis, Edmund Burke, Woodberry Forest, Benjamin Banneker Academic High School, School Without Walls, McKinley Tech, Duke Ellington School for the Arts, DeMatha Catholic High School, Don Bosco Cristo Rey, and Archbishop Carroll.
- DC Prep was featured in The Washington Post for having some of the highest middle school Math scores in the city on the DC-CAS.
- DC Prep inaugurated Summer EX! — a three-week, theme-based program to prevent summer learning loss and ensure that DC Prep student's are engaged in rich, stimulating learning *year-round*.

D.C. Preparatory Academy PCS - Edgewood Middle Campus (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	2009	11.86%	32.20%	49.15%	6.78%	6.78%	35.59%	45.76%	11.86%
5	2009	13.33%	30.00%	50.00%	6.67%	3.33%	48.33%	35.00%	13.33%
6	2009	2.38%	40.48%	57.14%		2.38%	23.81%	64.29%	9.52%
7	2009		15.38%	74.36%	10.26%	2.56%	5.13%	71.79%	20.51%
8	2009	2.94%	14.71%	61.76%	20.59%	2.94%	2.94%	58.82%	35.29%

PS/PK-8 PROGRAMS

Hope Community PCS - Lamond Campus

6200 Kansas Ave., NE 20011 | Ward 4 | (202) 722-4421

DESCRIPTION: An elementary school offering content-rich curriculum, character development, and community-centered environment.

School Data		Student Demographics %	
Grades Served	PS-5	African-American	94
Fall 2008 Enrollment	224	Hispanic/Latino	4
Re-Enrollment Rate (%)	51	Caucasian	<1
Average Attendance (%)	100	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	4
Truancy (%)	0	Special Education	2
Student/Teacher Ratio	17 to 1	English Language Learners	59

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$419K surplus reducing its cumulative net asset deficit to \$274K.

BOARD ACTIONS:

- June 15, 2009 - Approved Hope Community PCS's enrollment ceiling increase request
- July 20, 2009 - Approved Hope Community PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	7.69%	53.85%	38.46%	–	23.08%	46.15%	23.08%	7.69%
4	2009	–	44.44%	55.56%	–	33.33%	66.67%	–	–
5	2009	–	40.00%	40.00%	20.00%	20.00%	40.00%	40.00%	–

Hope Community PCS - Tolson Campus

2917 8th Street, NE 20017 | Ward 5 | (202) 832-7370

DESCRIPTION: An elementary school offering content-rich curriculum, character development, and community-centered environment.

School Data		Student Demographics %	
Grades Served	PS-8	African-American	93
Fall 2008 Enrollment	407	Hispanic/Latino	4
Re-Enrollment Rate (%)	67	Caucasian	3
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	7	Other	0
Students Suspended 5+ days (%)	2	Low Income	64
Truancy (%)	9	Special Education	14
Student/Teacher Ratio	17 to 1	English Language Learners	5

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$419K surplus reducing its cumulative net asset deficit to \$274K.

BOARD ACTIONS:

- June 15, 2009 - Approved Hope Community PCS's enrollment ceiling increase request
- July 20, 2009 - Approved Hope Community PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	28.57%	50.00%	21.43%	–	42.86%	50.00%	7.14%	–
4	2009	27.78%	44.44%	25.00%	2.78%	47.22%	38.89%	11.11%	2.78%
5	2009	16.67%	38.89%	38.89%	5.56%	5.56%	72.22%	5.56%	16.67%
6	2009	3.57%	46.43%	46.43%	3.57%	28.57%	35.71%	28.57%	7.14%
7	2009	–	31.58%	57.89%	10.53%	5.26%	10.53%	57.89%	26.32%
8	2009	–	32.26%	64.52%	3.23%	9.68%	48.39%	41.94%	–

Howard Road Academy PCS – Howard Road Campus

701 Howard Road, SE 20020 | Ward 8 | (202) 610-4193

DESCRIPTION: An elementary school featuring research-based Direct Instruction curriculum.

School Data		Student Demographics %	
Grades Served	K–7	African-American	98
Fall 2008 Enrollment	630	Hispanic/Latino	1
Re-Enrollment Rate (%)	85	Caucasian	<1
Average Attendance (%)	93	Asian/Pacific Islander	1
Students Suspended (%)	7	Other	0
Students Suspended 5+ days (%)	1	Low Income	64
Truancy (%)	24	Special Education	5
Student/Teacher Ratio	24 to 2	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: HRA uses the District of Columbia Learning Standards and pacing guides and implements to varying degrees of success several publishers' curricula: Open Court Reading, Real Math, Paragon Social Studies; and the textbook series Harcourt Science. Plans are in place to introduce teachers to newly-developed curriculum maps in late December 2008.

Instruction: Every class at HRA has both a teacher and an instructional aide for the 20+ children and most classrooms are attractive, organized, and display student work. Many of the classroom and hall displays are neither student-created nor support learning. Faculty seem committed to student success not only during the school day but also by supporting the after school tutorial and extra-curricular activities and the Saturday School. There is no clear instructional philosophy or model of exemplary teaching that all teachers understand and strive to incorporate and exemplify, and this hampers instructional effectiveness throughout the school. Systematic strategies are in place to ensure that students with IEPs are making progress in meeting school and IEP goals although there are concerns that the process of identifying SPED students is arduous and does not effectively utilize members of the SPED team. Of concern to the team, is that there has been very little improvement in the instructional area since the last Program Development Review in school year 2006–2007.

Assessments: To track student progress, the school administers multiple assessment instruments: Iowa Test of Basic Skills, DIBELS (K-3), Voyageur (K-4), DCBAS, DCCAS, and several formative assessments including chapter tests and teacher-created quizzes. Assessments are administered according to a yearly assessment calendar and results are collected, analyzed and shared with teachers and parents in several formats, including PowerSchool. There is a focus on student data which is evidenced by data walls that are posted in some classrooms and the faculty lounge. Two members of the newly-hired leadership team have expertise in data collection and analysis. The team concluded, however, that data analysis at the classroom level is not yet being used to alter or modify classroom instruction. Results from multiple assessments reveal that, although students did attain the non-academic targets of the Accountability Plan, the school did not reach the academic targets as expressed in the Accountability Plan and did not make AYP in either math or reading in school year 2007–2008.

School Climate: HRA conveys a positive school environment through its welcoming faculty, staff, eager students, and secure facility. The interactions of staff and students were both positive and meaningful. Students shared that they are enthusiastic about the extracurricular programs and athletic offerings. Furthermore, students, staff, and parents feel that HRA is a safe place with caring adults. There is a school-wide discipline policy, but it is implemented inconsistently and with varied results. Parents interviewed stated that they are very happy (and re-enrollment figures verify this), and appreciate the many ways that students are celebrated both formally and informally.

Howard Road Academy PCS – Howard Road Campus (continued)

Governance and Management: The administrative team and Board of Trustees (BOT) are in the process of modifying the school's vision to make it clear and aligned to the goals in the accountability plan. There are three levels of governance and management: The Board of Trustees, The Mosaica management firm, and the administrative team. Interviews, observations and documents reveal that the BOT does not fully exercise the authority invested in it by its charter to monitor the management company. There is a strong commitment to improve teaching and learning in order to enhance student performance on local, state and national assessments. The BOT continues to focus on maintaining and retaining highly qualified staff (administrative and instructional), improving teaching and learning and increasing parental involvement. It has not implemented a formal instrument to evaluate school leadership other than student test data.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$758K surplus and increased its net asset balance to \$4,290K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Howard Road Academy PCS's accountability plan
- November 17, 2008 - Approved Howard Road Academy PCS's technology plan
- June 15, 2009 - Approved Howard Road Academy PCS's enrollment ceiling increase request
- July 20, 2009 - Approved Howard Road Academy's PCS's request to operate in a new location

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	18.18%	50.00%	30.68%	1.14%	27.27%	47.73%	21.59%	3.41%
4	2009	34.67%	37.33%	26.67%	1.33%	24.00%	50.67%	24.00%	1.33%
5	2009	11.76%	57.35%	29.41%	1.47%	11.76%	48.53%	33.82%	5.88%
6	2009	8.22%	61.64%	30.14%	–	35.62%	45.21%	16.44%	2.74%
7	2009	14.81%	57.41%	24.07%	3.70%	20.37%	38.89%	38.89%	1.85%

Howard Road Academy PCS - Jones Memorial/G Street Campus

4625 G Street, SE 20019 | Ward 7 | (202) 583-2828/(202) 583-2260

DESCRIPTION: An elementary school featuring research-based Direct Instruction curriculum.

School Data		Student Demographics %	
Grades Served	3–6	African-American	100
Fall 2008 Enrollment	59	Hispanic/Latino	0
Re-Enrollment Rate (%)	38	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	23	Other	0
Students Suspended 5+ days (%)	0	Low Income	86
Truancy (%)	38	Special Education	10
Student/Teacher Ratio	24 to 2	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum and Standards: HRA G Street Campus uses the District of Columbia Learning Standards and implements several publishers' curricular programs: Open Court Reading, Real Math, Paragon Social Studies and Harcourt Science to varying degrees of success. The school supplements some components of the reading curriculum in the areas of reading comprehension and writing. The school has no process for reviewing, updating and/or modifying curricular documents.

Instruction: The learning community is very small with only four (4) classrooms for grades three (3) through (6) with two (2) instructional assistants, and shared physical and special education teachers with another campus. All four (4) classroom teachers are new to the role of classroom teacher, but two (2) have served as instructional assistants at the main HRA campus. The school offers an after-school tutorial program for students at risk of academic failure, and students who score at least proficient on the DCBAS are invited to participate in the Saturday School at the main campus. Service providers for special needs students are shared with the main campus. Although the school shared that there is a focus on differentiation of instruction to ensure that the academic needs of all students are addressed, the review team was unable to validate this practice.

Assessments: HRA G Street administers the Iowa Test of Basic Skills twice yearly, DC BAS (four times yearly) and the DCCAS, along with the publishers' unit tests to determine students' mastery of the District of Columbia Learning Standards. Results from DC BAS are made available to teachers immediately after being released to the school through color-coded graphs and disaggregated data by test item for every student. However, these data from multiple sources are generated in varied formats and are not integrated for systemic analysis, thereby not fully informing instructional decisions.

School Climate: HRA G Street Campus is succeeding somewhat in its efforts to instill in students the expectation of a quality education. Likewise, the faculty and administrators are clear about the mission of the school and feel supported in their efforts to achieve it. The interaction of staff and student were both positive and meaningful. The Board of Trustees continues to evaluate how best to create the healthiest school climate commensurate with its mission and goals. Students and staff expressed that they felt safe and cared for, and it is clear that all stakeholders understand the discipline policy and practices. The parents stated that they were very happy and excited that the climate of the school had improved by the steps taken to ensure not only that the discipline policy is implemented consistently and equitably, but also that students are celebrated more frequently, in both formal and informal ways. It is important to mention that some praise of students was witnessed. The parents were very happy with HRA G Street Campus and want the school to expand the grade levels to offer a K-8 grade program.

Governance and Management: The Board of Trustees is organized through a committee structure and has parent representation; however, there are no members with children at the G Street campus. Since assuming this campus, the Board has hired all new administrative and teaching staff, with the administrative team members having served at the main Howard Road campus. The Board has also purchased textbooks and libraries for each classroom. The absence of a technology plan and classroom technology, especially computers, negatively impacts the delivery of a quality instructional program. Parents expressed concern regarding space constraints at this site, and future plans for this school campus.

Howard Road Academy PCS - JM Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$758K surplus and increased its net asset balance to \$4,290K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Howard Road Academy PCS's accountability plan
- November 17, 2008 - Approved Howard Road Academy PCS's technology plan
- June 15, 2009 - Approved Howard Road Academy PCS's enrollment ceiling increase request
- July 20, 2009 - Approved Howard Road Academy's PCS's request to operate in a new location

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	31.82%	31.82%	31.82%	4.55%	36.36%	54.55%	9.09%	–
4	2009	100.00%	–	–	–	100.00%	–	–	–
5	2009	8.33%	58.33%	33.33%	–	8.33%	75.00%	16.67%	–
6	2009	100.00%	–	–	–	100.00%	–	–	–

Howard Road Academy - PABC Campus

3000 Pennsylvania Avenue, SE 20020 | Ward 7 | (202) 582-3322

DESCRIPTION: An elementary school featuring research-based Direct Instruction curriculum.

School Data		Student Demographics %	
Grades Served	PS-3	African-American	99
Fall 2008 Enrollment	170	Hispanic/Latino	1
Re-Enrollment Rate (%)	50	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	1	Low Income	79
Truancy (%)	17	Special Education	4
Student/Teacher Ratio	24 to 2	English Language Learners	0

SELF STUDY REVIEW REPORT:

Curriculum: The school uses a textbook based instructional program in language arts, mathematics, science, and a project based social studies program in place of a cohesive, well developed curriculum framework. While the documents provide skill emphasis and practices, there is little evidence of a developmentally appropriate curriculum framework that is based on young children's developmental stages. The DC Learning Standards are aligned to the textbooks and supplemental curricular components exist. It is imperative that prior to an examination of instructional practices and assessment of student outcomes, a curriculum framework be developed. Curriculum is defined as a framework that delineates the content children will learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, the context in which teaching and learning occur, and assessments. It is imperative that teachers implement the curriculum through hands-on manipulation of materials (resources), cooperative play, and individual curiosity.

Instruction: The instructional program at the site reflects efforts to ensure that students connect to their learning and are able to do so in positive classroom settings. Interview data and classroom observations support evidence of proactive classroom management. Rules were posted, student dignity was maintained, and teachers demonstrated high expectations of students at an exemplary or proficient level in 6 out of 8 classrooms observed. Teacher interviews and classroom observations indicated the importance of making connections and using materials that established the importance of prior knowledge and relationship building to the students' lives. The school has also implemented special programs and provided adequate resources to help students who are struggling academically including an after-school tutorial program that "provides wrap around services for families" including both academic and enrichment activities; Voyager and Test Ready materials are used in the after-school tutorials. Some teachers facilitated differentiated instruction to accommodate student needs, however there is a need for staff development and implementation of differentiated instructional practices for all students. In addition, it is essential to provide a comprehensive plan of training and support for all teachers, particularly new and non-tenured staff.

Assessment: The assessment processes and procedures necessary to support a data driven standards-based learning environment are still developing. Written action plans related to formative and summative data were not evident. The school uses assessments to group students but only third grade has regularly scheduled benchmarks aligned to the DC Standards. A data management/warehouse system would enable teachers to take ownership of data through active, timesaving participation in the "data to inform instruction" process. The school needs a comprehensive, coordinated system of internal and external assessments that provides timely data information for all stakeholders. Developmentally appropriate assessments and assessments that measure growth over time are essential in addition to the student achievement data sets already in use.

Howard Road Academy - PABC Campus (continued)

Climate: Howard Road Academy/ Pennsylvania Campus (HRAP) is a warm, friendly and inviting campus that is described by parents, students, teachers, and administrators as a safe and orderly environment that supports student learning. Parent and staff interviews reported that there are quarterly Parent/Teacher conferences as well as progress reporting, mini-conferences, and interactions that occur daily as students are picked up and dropped off to reinforce an academic learning climate in which teaching and learning are highly valued and supported. Student and staff accomplishments are most frequently recognized and honored through established programs and methods implemented by the school such as Student of the Day, Student of the Month, Teacher of the Month and Paragon Nights.

There is, however, a space issue at this site- several classrooms do not provide appropriate space for center activities, small-groups, and hands-on activities. There is no playground for recess for students, and access to other spaces within the site are limited to days when not in use by the other occupants of the site.

Governance and Management: The one Board member that attended the interview indicated that the Board holds two scheduled meetings per month and other committee meetings, as needed. Board members attend various school functions such as Paragon Night. The Board communicates to parents and community in various ways. The Board assumes the responsibility to monitor the overall school program such as, ensuring quality education for HRAP students, securing and allocating resources, and operating a fiscally responsible and viable Charter School. The Board does not interfere with the administrators day-to-day operation of the school, which is the role of the Mosaica, the Charter Management Organization, and school leadership. However, there is a lack of clarity among key stakeholders with regard to the roles and responsibilities, evaluations, and leadership titles. There is no parent on the Board from the HRAP site. The Board is working toward governing and managing in a manner consistent with the school's design and mission. The Board request student achievement data reports although pre-kindergarten is not represented in the academic data presented to them. Currently, the Board is aggressively seeking a facility to combine and house the HRA Pennsylvania Avenue and G Street sites in recognition of the inappropriate instructional space the school occupies. .

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$758K surplus and increased its net asset balance to \$4,290K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Howard Road Academy PCS's accountability plan
- November 17, 2008 - Approved Howard Road Academy PCS's technology plan
- June 15, 2009 - Approved Howard Road Academy PCS's enrollment ceiling increase request
- July 20, 2009 - Approved Howard Road Academy's PCS's request to operate in a new location

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	40.00%	53.33%	6.67%	–	26.67%	60.00%	–	13.33%

KIPP DC PCS - AIM Campus

2600 Douglas Road, SE 20020 | Ward 7 | (202) 678-KIPP

DESCRIPTION: A middle school offering an accelerated curriculum with the premise that there are no shortcuts or excuses.

School Data		Student Demographics %	
Grades Served	5–8	African-American	100
Fall 2008 Enrollment	321	Hispanic/Latino	0
Re-Enrollment Rate (%)	83	Caucasian	0
Average Attendance (%)	94	Asian/Pacific Islander	0
Students Suspended (%)	28	Other	0
Students Suspended 5+ days (%)	6	Low Income	91
Truancy (%)	6	Special Education	11
Student/Teacher Ratio	17 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Instruction: KIPP AIM has a strong philosophy and vision for excellence in student achievement, performance and character. All stakeholders are invested in the school’s “Work Hard, Be Nice, No Excuses” motto. Document review, interviews, and classroom observations revealed a number of effective instructional strategies and approaches to student learning that include making instructional connections to students’ everyday life and interactions, e.g., peer talk, effective lesson delivery and assessment through Do Now, Exit slips, multiple mini-lesson activities, journal writing/ note-taking, after-school and learning team help with homework or re-teaching of skills not mastered. All stakeholders agree that there is an abundance of materials to support the academic and instructional practices at KIPP AIM.

The school has a systemic plan of action to identify and meet the needs of students who are struggling and are identified with special needs. This plan includes teacher grade level and support meetings, data utilization, Child Study referral and outside support for related services.

Although KIPP AIM has a wide variety of strategies and techniques in place, classroom observations, document review and interview groups reveal that there is not yet a complete technology program implemented to enhance student competitiveness with peers.

Assessment: KIPP AIM uses a variety of formal diagnostic, formative and summative assessments such as the Stanford 10, NWEA, MPSP and DCCAS. Each assessment serves a specific purpose, and school leaders facilitate quarterly data-talk meetings to prioritize what and how data will be used to drive instruction. Additionally, as part of the school’s data-driven culture, teachers meet bi-weekly during professional development and weekly in grade-level meetings to discuss students’ academic and non-academic performance data. KIPP AIM also uses a range of informal assessments like tests and quizzes, but special emphasis is placed on exit slips. These are implemented daily in every classroom and teachers track students’ mastery of daily objectives in spreadsheets to adjust instruction on an ongoing basis. Subject area teachers continue to develop their end-of-quarter assessments with other KIPP DC teachers while the norming process is still a work in progress.

School Climate: KIPP AIM exemplifies a school climate that values academic and personal growth and achievement. Students, parents, staff, and teachers are clearly valued and openly express their enthusiasm for learning. While readily acknowledging the personal challenges of a high-expectations environment, they express sincere pride in being part of the KIPP AIM family and community. The school celebrates student and staff accomplishments and the students are focused on matriculating into and succeeding in excellent secondary schools and colleges. However, KIPP AIM’s vision and philosophy is compromised when the ideas of “Work Hard, Be Nice” are not modeled by the adults in the building. The school is working to refine its practice as they grow together in their new physical plant and neighborhood.

KIPP DC PCS - AIM Campus (continued)

Governance and Management: The Board and administration share a clear and compelling vision and commitment to the success of KIPP AIM. The well-chosen members of the Board ensure adequate resources to meet school goals and contribute expertise to effective school management. The Board is in close contact with the Executive Director and has confidence that there is accountability for school leadership. The Executive Director works collaboratively with school administration and the KIPP DC network in order to monitor student achievement and teacher development and maximize access to innovation and information. The school administration is highly competent and well respected by teachers, students, and families. Administrators know every aspect of their school's challenges and resources and are very creative and focused in fulfilling the school's mission.

School Improvement Plan (SIP): KIPP AIM is in School Improvement status year 1 under the No Child Left Behind (NCLB) legislation. The school did not make AYP specifically in 5th and 6th grade reading and 5th grade math. As part of the School Improvement Plan (SIP) the school is putting an additional focus on language development, informational text and literary text in all grades. In addition, math remediation is provided for students who need additional support. A math specialist and reading specialist were hired to provide teachers with coaching, monitoring and feedback. Teachers participate in house and off site professional development and have the opportunity to visit other KIPP DC sites. Parents are provided with multiple opportunities for involvement and there is currently an active KIPP Parent Organization (KPO).

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$5,200K surplus and increased its net asset balance to \$12,900K.

BOARD ACTIONS:

- July 20, 2009 - Approved KIPP DC PCS's technology plan

UNIQUE ACCOMPLISHMENTS:

- AIM Academy Boys Step Team and AIM Academy Drumline performed at the National Charter Schools Conference, a national audience of charter school leaders, in June
- Gregory Dendy, an AIM 7th grader, was selected for the Deerfield STEP Program
- Jennifer Jones, an AIM 8th grader and school's first valedictorian, was recognized as KIPPster of the Year by the KIPP Foundation
- Mayor Fenty and Councilman Barry spoke at the Douglass Campus Ribbon Cutting Ceremony
- Three AIM students were offered scholarships to summer camp at Camp Hidden Meadows.
- Two 8th grade students, Leonell Cunningham and Jasmine Bethea, entered and won a city-wide essay contest. The prize was tickets to the Inaugural Parade.
- Lelac Almagor, 7th grade English teacher, presented a workshop at the national KIPP ELA retreat.
- A group of seventh graders were chosen to participate in the 2009 Open Architecture Challenge: Classroom, in collaboration with LITTLE: Diversified Architectural Consulting, to design a classroom of the future. Students were given the opportunity to tour the architectural firm and work on every piece of the design, from the conception of the idea through the final drawings.
- The AIM Boys Step Team performed at half-time at a George Washington University Men's Basketball game and also participated in a George Washington University dance group festival.
- Elizabeth Alexander, the poet who read at Barack Obama's inauguration, toured the school and spent some time teaching poetry to the 7th grade girls' homeroom, Penn State.

KIPP DC PCS - AIM Campus (continued)

- Inaugural season for the boys’ and girls’ lacrosse teams. Students competed with a local lacrosse league and were given the opportunity to watch a Georgetown University lacrosse game.
- Loren Heinbach, 7th grade science teacher, was featured in a broadcast of Voice of America.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	5.97%	50.75%	43.28%	–	4.48%	11.94%	50.75%	32.84%
6	2009		34.57%	62.96%	2.47%	1.23%	18.52%	66.67%	13.58%
7	2009	1.22%	24.39%	58.54%	15.85%	2.44%	14.63%	53.66%	29.27%
8	2009	1.47%	19.12%	66.18%	13.24%	–	8.82%	61.76%	29.41%

KIPP DC PCS - KEY Academy Campus

4801 Benning Road, SE 20019 | Ward 7 | (202) 582-5477

DESCRIPTION: A middle school offering an accelerated curriculum with the premise that there are no shortcuts or excuses.

School Data		Student Demographics %	
Grades Served	5–8	African-American	99
Fall 2008 Enrollment	325	Hispanic/Latino	0
Re-Enrollment Rate (%)	82	Caucasian	1
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	26	Other	0
Students Suspended 5+ days (%)	1	Low Income	79
Truancy (%)	1	Special Education	8
Student/Teacher Ratio	18 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$5,200K surplus and increased its net asset balance to \$12,900K.

BOARD ACTIONS:

- July 20, 2009 - Approved KIPP DC PCS's technology plan

UNIQUE ACCOMPLISHMENTS:

- Sarah Hayes Campbell, principal, was awarded the *Agnes Meyer Outstanding Principal of the Year Award* by the Washington Post
- Casey Fullerton was recognized as an *American Star of Teaching* by the U.S. Department of Education
- Vivace performed at King's Dominion Music in the Parks and received a rating of *Excellent*
- Nina Meyers, student, participated in the Deerfield Step Program
- Dayzia Terry, student, was published in the Harvard Educational Review
- DiLexus Mathis, Sherraina Johnson, & Anthony Winslow were selected to attend City Kids
- 2nd Place in the Citywide Chess Championships
- Highest participation in any chess program citywide
- JJ Jones, Darren McDonald, Imani McLean, and Nnamdi Anomnachi were all selected for the Environmental Protection Agency's 2009 Summer Student Environmental Development Program (SEDP)
- 8th graders were awarded \$191,198.00 awarded in scholarships from independent high schools
- Seven students selected for participation in *A Better Chance*

KIPP DC PCS - KEY Academy Campus (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	1.18%	36.47%	57.65%	4.71%	–	12.94%	50.59%	36.47%
6	2009	–	20.48%	71.08%	8.43%	–	4.82%	51.81%	43.37%
7	2009	–	23.29%	49.32%	27.40%	–	2.74%	39.73%	57.53%
8	2009	–	5.88%	57.35%	36.76%	–	1.47%	63.24%	35.29%

PS/PK-8 PROGRAMS

KIPP DC PCS - LEAP Campus

4801 Benning Road, SE 20019 | Ward 7 | (202) 582-LEAP

DESCRIPTION: A Middle school offering an accelerated curriculum with the premise that there are no shortcuts or excuses.

School Data		Student Demographics %	
Grades Served	PK–K	African-American	99
Fall 2008 Enrollment	196	Hispanic/Latino	0
Re-Enrollment Rate (%)	82	Caucasian	1
Average Attendance (%)	93	Asian/Pacific Islander	0
Students Suspended (%)	5	Other	0
Students Suspended 5+ days (%)	2	Low Income	82
Truancy (%)	5	Special Education	6
Student/Teacher Ratio	12 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

No review was scheduled.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$5,200K surplus and increased its net asset balance to \$12,900K.

BOARD ACTIONS:

- July 20, 2009 - Approved KIPP DC PCS's technology plan

UNIQUE ACCOMPLISHMENTS:

- School was visited by Arne Duncan, U.S. Secretary of Education
- School was visited by Queen Raina of Jordan
- Partnership with Communities in Schools - planned and implemented a series of parent education workshops
- Liz Olson won the KIPP DC Board Award
- Hannah Schneider won the Kinder Award from the KIPP Foundation
- Stacie Kossoy selected for the highly competitive Fisher Fellowship
- Ben Speicher selected for the highly competitive Fisher Fellowship
- Abe Clayman selected to become LEAP Academy's first vice-principal—participated in KIPP Leadership Program during the summer
- WESTAT did an independent evaluation of LEAP Academy—in 7 months time PreK students made 16 months worth of vocabulary growth, 10 months of early literacy, and 9 months of math growth
- On average, Kindergarten students scored in the 75th percentile in reading on the Stanford-10 Achievement Test

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

KIPP DC PCS - WILL Academy Campus

421 P Street, NW 20001 | Ward 2 | (202) 328-9455

DESCRIPTION: An elementary/middle school offering an accelerated curriculum with the premise that there are no shortcuts or excuses.

School Data		Student Demographics %	
Grades Served	5–7	African-American	99
Fall 2008 Enrollment	255	Hispanic/Latino	<1
Re-Enrollment Rate (%)	78	Caucasian	1
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	21	Other	0
Students Suspended 5+ days (%)	9	Low Income	82
Truancy (%)	4	Special Education	16
Student/Teacher Ratio	20 to 1	English Language Learners	<1

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

Curriculum and Instruction: At KIPP DC: WILL Academy (WILL) the governing philosophies of rigor (“Work Hard”) and caring (“Be Nice”) clearly determine the choices of teaching strategies, discipline, and expectations. Uniform classroom management systems (including respectful tone, paychecks, “office hours,” benching, and frequent positive reinforcements) throughout the school strongly support learning for all students, especially those at academic or social risk. Consistent lesson planning among teachers produces substantive instruction that engages students in active learning, for the most part. Students with special needs are identified and provided excellent support by both special and general education teachers. Time for teacher planning and preparation is ample both daily and monthly, and teachers seem to use the time well and collegially in order to meet the goals of their students and of the school’s Accountability Plan. Extra support is provided for new teachers, although they still struggle with the demands of teaching challenging students.

Assessment: The school has developed a thorough school-wide assessment plan that includes a more than adequate range of formal standardized assessments and monitoring tools to diagnose and measure student academic performance; i.e. Stanford 10, DCCAS, NWEA-MAP, MPSP, and DIBELS. The Excel Assessment Tracker disaggregates data by trends, misconceptions, errors, and overall mastery, presenting necessary details with which to assist teachers in making informed instructional decisions. Professional development opportunities support this effort as well. A mock testing administration of the DCCAS occurs throughout the school year in order to prepare students for the test. Aligned with the school’s instructional program and the D.C. Standards, school-based assessments such as the benchmarks are also implemented to ensure accurate prescriptions for each student’s academic progress. Data is reported to parents in clear formats, including a descriptive and informative report card.

School Climate: WILL administrators and teachers diligently cultivate a child-centered focus throughout the school while simultaneously promoting an atmosphere of high expectations in terms of teaching and learning. Parents and students understand the discipline systems, describe the school as very safe and orderly, and appreciate the open-door and cell phone policies that invite communication between families and school. The school’s colorfully painted walls have transformed the building; the prominent display of creative student work—much with specific teacher commentary—inspires students to be proud of their efforts. After-school staff-led activities have been expanded, and the ongoing construction of a new gym and cafeteria promise the large spaces required for even more activities. Frequent recognitions of positive accomplishments by both students and staff contribute to the close-knit community’s sense of shared purpose. **Governance and Management:** The Board and administration share a clear and compelling vision and commitment to the success of WILL. The well-chosen members of the Board ensure adequate resources to meet school goals and contribute expertise to effective school management. The Board is in close contact with the Executive Director and has confidence that there is accountability for school leadership. The Executive Director works collaboratively with school administration and the KIPP network in order to monitor student achievement and teacher development and maximize access to innovation and information.

KIPP DC PCS - WILL Academy Campus (continued)

The school administration is highly competent and well respected by teachers, students, and families. Administrators know every aspect of their school's challenges and resources and are very creative and focused in fulfilling the school's mission.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$5,200K surplus and increased its net asset balance to \$12,900K.

BOARD ACTIONS:

- July 20, 2009 - Approved KIPP DC PCS's technology plan

UNIQUE ACCOMPLISHMENTS:

- 5th grade writing teacher Belle Boggs won the Bakeless Prize for her collection of short stories which will be published in 2010.
- 5th graders Matthew Ashiani, Sade Gay, and Alexis Brooks placed first, second, and third in the Politics and Prose Poetry competition
- 7th graders Abena Asare-Bediako, Ky-Shah Jackson, Diara Redd, Alexis Wilder, and China Flowers all tested into the Johns Hopkins Center for Talented Youth Program.
- 7th grader Hana Ford received a complete scholarship to attend Phillips Exeter Academy's summer school
- 5th graders Martez Hamden and Akilah Hartgrove were selected to perform a duet at the KIPP DC: promotion ceremony in June
- 7th grader John Goodwin earned a scholarship opportunity to attend Sidwell Friends' summer program
- 7th grader Jahi Sule was given an opportunity to participate at the Science/Reading camp at Deerfield Academy for the summer
- 7th grader Tamera Beach was offered an opportunity to study at the Mountain School in Vermont for the summer
- 6th grade reading teacher Heimy Salgado won the KIPP DC: Board Award for her outstanding teaching
- Faculty members Donny Tiengtum and Kate Finley organized and coordinated the KIPP Kids Care community event at WILL Academy where students earned over eight hundred dollars for Congolese Refugees.
- 7th graders Donald Fields, Milan Washington, and Dimmani Gales were selected to participate in the District wide scholastic science fair.
- 5th grader Akilah Hartgrove and 7th graders Abena Asare- Bediako, Milan Washington and Cierra Nichols, all won tickets to the Obama Inaugural Parade through the Washington Post's Essay Contest.
- The Saturday School program, coordinated by faculty members Donny Tiengtum and Carmen Player, reflected the KIPP value of community by involving the students and staff in community activism. Students participated by beautifying their campus, making and distributing sandwiches for the homeless, and holding a coin drive for the Leukemia Society.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	13.92%	40.51%	39.24%	6.33%	10.13%	41.77%	37.97%	10.13%
6	2009	2.47%	32.10%	62.96%	2.47%	2.47%	23.46%	60.49%	13.58%
7	2009	–	30.38%	58.23%	11.39%	–	1.27%	55.70%	43.04%

Mary McLeod Bethune PCS - Brookland Campus

1404 Jackson Street, NE 20017 | Ward 5 | (202) 459-4710

DESCRIPTION: Mary McLeod Bethune PCS features a part-day Spanish language immersion program for students in preschool–grade 2 and a challenging academic program for all students in a supportive, diverse learning environment that is parentally-involved.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	98
Fall 2008 Enrollment	170	Hispanic/Latino	2
Re-Enrollment Rate (%)	76	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	34	Other	0
Students Suspended 5+ days (%)	8	Low Income	96
Truancy (%)	19	Special Education	14
Student/Teacher Ratio	14 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: While several facets of the curriculum are in place at Bethune Day Academy, the school lacks a single transparent, comprehensive document to validate the school’s curriculum. There is still no substantiation of an alignment between the textbooks, DC Learning standards, lesson planning, pacing guides, scope and sequence, and assessments to drive instructional delivery across content areas. Teachers can convey how they use pacing guides and the Harcourt textbook series to drive instruction; however, they could not express an understanding of the scope and depth of a clearly defined curriculum aligned with the school’s mission and goals.

Instruction: Teachers at Bethune use pacing guides and the Harcourt textbook series to drive instruction. Classrooms are small with a ratio of 1:10 and students have the benefit of two adults in most of the rooms. Teachers shared that they have ample resources and supplies to assist them. Primary classrooms teachers are using collaborative learning as an integral part of their daily lessons. While teachers in the upper grades are actively engaged in the teaching-learning process, there was limited evidence that teachers use effective strategies to produce critical thinking skills from their students. An immersion language program is in the developmental stages in the lower grades, (pre-k–two) with textbooks being used in both English and Spanish with two staff members in each class: one Spanish and one English speaker. The school uses the inclusion model for delivery of special education services, and contracts out for related services. While the school only has one ELL student, teachers could not articulate a formal ELL program that the school employs for ELL students. Struggling students may attend a Saturday Academy to assist them with their academics. Teachers need to have a formalized system in place to ensure that the skills taught in the Saturday Academy parallel to the skills in the classroom. Teachers at the school have ample time to plan and work together. Documenting the planning activities will authenticate this activity for its effectiveness.

Assessment: Bethune administers a variety of formative and summative standardized and informal assessment instruments including the Metropolitan Achievement 8, Learning Accomplishment Profile-D, DCBAS, DCCAS, and commercial publishers’ tests. The school utilizes Auto Skill and Think Link computer software programs to support instructional delivery and to track student mastery of skills and concepts. The school has “data walls” posted in every classroom and is using scoring rubrics to assess student performance. The school has adopted standards-based report cards and progress reports which are issued to parents during teacher-parent conferences.

School Climate: The school’s environment supports small classes often with more than one adult in classrooms. An extended day (9:00 AM–5:00 PM) is provided in grades four through eight. Programs such as *Character First and Second Steps* foster student responsibility, self-esteem, and appropriate behavior; and students are involved in community service projects. Student behavioral expectations are clear and there is consistency in consequences and rewards. Programs that recognize and award outstanding students and staff are evident. Parents expressed satisfaction with the school, and the availability of the teachers on non-academic subjects. School stakeholders had difficulty articulating the school’s mission.

Mary McLeod Bethune PCS - Brookland Campus (continued)

Governance and Management: The two Board of Trustees (Board) members (one long standing and one newly-appointed staff member) who participated in the interview articulated support for the school's mission and design, and efforts to consolidate the remaining two campuses into one adequate facility. They shared that the Board is now organized into four (4) committees with a focus on fund-raising; and that it EVALUATES the executive director on an annual basis. The team expressed concern regarding participation of Board members in the PDR process for the second year in a row, and the seemingly lack of expertise among members to execute all governance functions.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$66K deficit but maintained a positive cumulative net asset balance of \$65K.

BOARD ACTIONS:

- September 15, 2008 - Issued Notice of Concern to Mary McLeod Bethune for failure to submit legally-required annual reports
- October 20, 2008 - Lifted Notice of Concern to Mary McLeod Bethune for failure to submit legally-required annual reports
- November 17, 2008 - Conditionally approved Mary McLeod Bethune PCS's accountability plan

UNIQUE ACCOMPLISHMENTS:

- Convened First Mary McLeod Bethune Day Academy PCS Presidential Inaugural Ball celebrating the Presidential election of Barack Obama.
- A delegation of 7th and 8th grade students visited Amsterdam, Holland and Kenya. The 10-day trip provided opportunities for students to extend their engagement in Social Studies, Positive Social Development, and Community Service.
- Convened Mary McLeod Bethune Day Academy PCS first 8th grade commencement exercise, held at St. Francis Hall.
- Washington Tennis Foundation provided tennis lessons and tutoring for students in grades 1 and 2.
- The Annual Father's Breakfast hosted airing of Men II Boys documentary, with discussion led by filmmaker Janks Morton.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	5.00%	40.00%	50.00%	5.00%	15.00%	65.00%	20.00%	–
4	2009	22.22%	55.56%	22.22%	–	22.22%	33.33%	44.44%	–
5	2009	21.05%	52.63%	26.32%	–	10.53%	78.95%	10.53%	–
6	2009	–	54.55%	45.45%	–	18.18%	81.82%	–	–
7	2009	11.76%	58.82%	29.41%	–	29.41%	29.41%	41.18%	–
8	2009	7.14%	50.00%	42.86%	–	28.57%	57.14%	7.14%	7.14%

Mary McLeod Bethune PCS - Crestwood Campus

5413 16th Street, NW 20011 | Ward 4 | (202) 723-5800

DESCRIPTION: Mary McLeod Bethune PCS features a part-day Spanish language immersion program for students in preschool–grade 2 and a challenging academic program for all students in a supportive, diverse learning environment that is parentally-involved.

School Data		Student Demographics %	
Grades Served	PK–2	African-American	76
Fall 2008 Enrollment	37	Hispanic/Latino	24
Re-Enrollment Rate (%)	35	Caucasian	0
Average Attendance (%)	93	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	81
Truancy (%)	5	Special Education	0
Student/Teacher Ratio	14 to 1; 7 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Bethune, 16th Street campus, provides more than adequate textbook publisher supplemental resources and materials to support teachers and augment the instructional program. It is essential that teachers consistently know what to teach and what students should know and be able to do. However, it is evident the site does not have a clearly defined document containing all components of the standards driven curriculum. The mission is more implied than explicit in program documents. Because it does not have a clear, well-developed curriculum document, the site lacks regular procedures and processes to review and update it.

Instruction: Teachers have input and engage in professional development based on their personal level and needs. Since this is a small campus and only has one class per grade, there is no common planning time scheduled. This does allow, however, an opportunity for individualized or one-on-one training with the school director. There is no formal program or plan to support “new” teachers. The executive director offers tutoring and tuition reimbursement to teacher’s having PCSB Program Development Review – MM Bethune PCS difficulty passing the Praxis. Laptop and desktop computers and other materials needed for instruction are readily available to staff members.

School Climate: Parents, teachers and students are satisfied with the school’s instructional program and feel safe on the campus. Parents have established a rapport with staff members and feel comfortable and welcomed at the school. The campus atmosphere is quiet, non-threatening and conducive to learning. Teachers and students display mutual respect and effective discipline appears to be maintained throughout the campus. The school’s “open door” policy and easy accessibility to teachers is, indeed, cited by parents as an attractive feature of the program.

Assessment: Bethune, 16th Street, uses the Metropolitan-8 (Met-8) and the LAP-D for diagnostic and summative data. Teachers use Harcourt pre-, post- and unit tests for formative assessments. The assessment processes and procedures necessary to support a data driven standards based learning environment are still developing. The school uses assessments to group students but there are no regularly scheduled benchmarks aligned to the DC Standards. A data management/warehouse system would enable teachers to take ownership of data through active, time-saving participation in the “data to inform instruction” process. Interview groups reported that they use diagnostic information to form learning groups. The school needs a comprehensive, coordinated system of internal and external assessments that provides timely information for all stakeholders.

Mary McLeod Bethune PCS - Crestwood Campus (continued)

Governance and Management: The two Board of Trustees (Board) members (one long standing and one newly-appointed staff member) who participated in the interview articulated support for the school's mission, design, and efforts to consolidate the remaining two campuses into one adequate facility. They shared that the Board is now organized into four (4) committees with a focus on fund-raising; and that it evaluates the executive director on an annual basis.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$66K deficit but maintained a positive cumulative net asset balance of \$65K.

BOARD ACTIONS:

- October 20, 2008 - Lifted Mary McLeod Bethune's Notice of Concern for failure to submit legally required annual reports
- November 17, 2008 - Conditionally approved Mary McLeod Bethune's accountability plan

UNIQUE ACCOMPLISHMENTS:

- Convened First Mary McLeod Bethune Day Academy PCS Presidential Inaugural Ball celebrating the Presidential election of Barack Obama.
- A delegation of 7th and 8th grade students visited Amsterdam, Holland and Kenya. The 10-day trip provided opportunities for students to extend their engagement in Social Studies, Positive Social Development, and Community Service.
- Convened Mary McLeod Bethune Day Academy PCS first 8th grade commencement exercise, held at St. Francis Hall.
- Washington Tennis Foundation provided tennis lessons and tutoring for students in grades 1 and 2.
- The Annual Father's Breakfast hosted airing of Men II Boys documentary, with discussion led by filmmaker Janks Morton.

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

Meridian PCS

1328 Florida Avenue, NW 20009 | Ward 1 | (202) 387-9830

DESCRIPTION: Reading and Mathematics serve as the academic core of the school. The curriculum is further enhanced and supported through Science, Social Studies, the arts, Technology, Foreign Languages and Character Development programs.

School Data		Student Demographics %	
Grades Served	PS–8	African-American	71
Fall 2008 Enrollment	509	Hispanic/Latino	28
Re-Enrollment Rate (%)	73	Caucasian	0
Average Attendance (%)	93	Asian/Pacific Islander	0
Students Suspended (%)	15	Other	0
Students Suspended 5+ days (%)	3	Low Income	86
Truancy (%)	9	Special Education	11
Student/Teacher Ratio	22 to 1	English Language Learners	16

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Meridian has adopted the District of Columbia Learning Standards and has selected textbook materials, such as the Houghton Mifflin Reading and Mathematics series, which are aligned with the District standards. The school uses the DCPS roadmaps, pacing charts, standards-based worksheets as resources to deliver its instructional program. Although significant advancement in curriculum development was noted by the review team in the alignment of standards with curriculum materials, design of lesson planning template, and the distribution of curriculum binders to all teachers, further curriculum development is needed for the early childhood level and some subject areas at the middle school level. A formalized process has not been documented to ensure routine review and updating of the school's curriculum. Meridian is to be commended for reflecting upon the concerns identified during the previous Program Development Review (Feb. 2006). It is apparent that substantive changes were made in identified areas including; curricular alignment, assessment, professional development and technology. There have also been significant improvements to the middle school program. Middle school students are no longer treated as just older elementary students, but as adolescents with unique developmental differences, needs and concerns.

Instruction: The instructional program at Meridian reflects the unified attention that has been devoted to grouping for instruction. Small groups could be observed working together in most classrooms at the elementary level, though middle school students worked in a whole class format. Despite the attention given to instructional improvement, classroom observations during the Performance Development Review revealed inadequate use of effective strategies that provide students with opportunities for active engagement in the learning process. Meridian has developed numerous support programs to stimulate the academic gains of underachieving students in configurations that vary from after-school tutorials to technology-based software programs to Saturday School. Efficient procedures are in place to monitor the referral process for special populations and the delivery of services through a full inclusion model. Professional development, while being enhanced with the addition of a professional developer on staff, is not deliberately planned in alignment with student achievement needs, nor strategically matched with the needs of individual teachers. The school should continue to engage in lesson planning efforts that call on collaborative planning processes, data analysis and the use of differentiation within each lesson that focuses on improving and advancing student's skills and competencies.

Assessment: The assessment process at Meridian has been developed to allow data analysis at levels that would positively impact student achievement. The school uses a variety of assessments that complement the DC-CAS statewide standardized assessment. The school administers Standard-10 twice per year to determine academic growth of students. Textbook resources are used to provide internal assessments to determine the effectiveness of resources in meeting the District standards. All stakeholders are aware of the assessment process, and can well articulate performance measures. The school's Board members have extensive experience in this area and provide a valuable resource to the school. The school, however, is strongly encouraged to use an electronic database to collect, record, and track data.

Meridian PCS (continued)

School Climate: The Meridian School climate is a wholesome and holistic learning environment that promotes academic achievement and encourages character development, responsibility, and accountability for actions. It is culturally rich, inclusive, and empowering. There is clear recognition of the value, importance, and involvement of all stakeholders, especially parents, who display a sense of pride in their school and reflect a trust of school leadership, teachers, and staff. Social challenges that could impede academic success are respectfully and creatively resolved. Numerous on-site resources, supportive services, community alliances and collaborations, information sessions, traditional school meetings, and even employment opportunities are available. Disciplinary and attendance problems are relatively low, thereby allowing teaching and learning to take place unencumbered and uninterrupted by disruptive behaviors. The Meridian School provides and sustains a positive school climate that is the foundation for student achievement.

Governance and Management: The Board of Directors and the school leadership have taken seriously their responsibility for overseeing the school improvement mandate to improve student achievement. The Board seeks out new approaches to influence academic gains and diligently supports the deployment of additional resources to promote school success. An impressive representation of the Board participated in the PDR.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$30K deficit reducing its cumulative net asset balance to \$2,400K.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	6.38%	42.55%	48.94%	2.13%	6.38%	31.91%	48.94%	12.77%
4	2009	3.03%	27.27%	42.42%	27.27%	3.03%	21.21%	27.27%	48.48%
5	2009	2.56%	23.08%	69.23%	5.13%	2.56%	23.08%	64.10%	10.26%
6	2009	3.13%	28.13%	65.63%	3.13%	18.75%	12.50%	53.13%	15.63%
7	2009	3.70%	25.93%	55.56%	14.81%	14.81%	7.41%	62.96%	14.81%
8	2009	3.57%	25.00%	67.86%	3.57%	3.57%	17.86%	78.57%	–

Roots PCS - Kennedy Campus

15 Kennedy Street, NW 20011 | Ward 4 | (202) 882-8073

DESCRIPTION: An African-centered learning environment designed to help students develop exemplary character, academic excellence, and strong social and moral responsibility.

School Data		Student Demographics %	
Grades Served	1st–8th	African-American	100
Fall 2008 Enrollment	59	Hispanic/Latino	0
Re-Enrollment Rate (%)	78	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	88
Truancy (%)	28	Special Education	2
Student/Teacher Ratio	15 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America with a few exceptions relating to the disclosure of prior period adjustments.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$42K deficit reducing its net asset balance to \$1,060K.

BOARD ACTIONS:

- September 15, 2008 - Conditionally approved Roots PCS’s accountability plan

UNIQUE ACCOMPLISHMENTS:

- The first and second place winners of the Roots PCS Spelling Bee were represented in the Washington Informer Regional Bee. Davon Burris won a spot to compete on the televised citywide spelling bee.
- The first place winner of the Roots PCS Geography Bee, Kibwe Redman, represented Roots in the National Geographic Bee.
- Roots PCS students won all three places in the DC Children’s Trust Fund’s Kwanzaa Essay Contest category ages 5–8 years old.
- Roots students in 3rd through 8th grades won certificates of participation in the Elementary and the Secondary School Citywide Science Fairs. The 5th grade team won Honorable Mention.
- Thirty-Five percent of our students achieved Honor or Merit Roll due to the quality, quantity, and mastery level of their work.
- Roots PCS was chosen to present “African Centered Education Helps Students Learn at Higher Levels.” at the National Charter School Conference.
- 100% of our graduating 8th graders were accepted at the high schools of their choice

Roots PCS - Kennedy Campus (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009			100.00%		20.00%	60.00%	20.00%	
4	2009			100.00%			100.00%		
5	2009	8.33%	58.33%	33.33%		16.67%	75.00%	8.33%	
6	2009			100.00%		25.00%	25.00%	50.00%	
7	2009		16.67%	50.00%	33.33%	16.67%	50.00%	33.33%	
8	2009		75.00%	25.00%		12.50%	62.50%	25.00%	

PS/PK-8 PROGRAMS

Roots PCS - North Capitol Campus

6222 North Capitol Street, NW 20011 | Ward 4 | (202) 882-5155

DESCRIPTION: An African-centered learning environment designed to help students develop exemplary character, academic excellence, and strong social and moral responsibility.

School Data		Student Demographics %	
Grades Served	PS–PK	African-American	100
Fall 2008 Enrollment	42	Hispanic/Latino	0
Re-Enrollment Rate (%)	65	Caucasian	0
Average Attendance (%)	96	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	69
Truancy (%)	N/A	Special Education	0
Student/Teacher Ratio	15 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America with a few exceptions relating to the disclosure of prior period adjustments.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$42K deficit reducing its net asset balance to \$1,060K.

BOARD ACTIONS:

- September 15, 2008 - Conditionally approved Roots PCS's accountability plan

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

The School for Arts in Learning Public Charter School Elementary School (SAIL)

1100 16th Street, NW 20036 | Ward 2 | (202) 296-9100

DESCRIPTION: An elementary school serving children with and without learning disabilities, using the arts and a project-based curriculum.

School Data		Student Demographics %	
Grades Served	K-7	African-American	93
Fall 2008 Enrollment	147	Hispanic/Latino	6
Re-Enrollment Rate (%)	75.61	Caucasian	1
Average Attendance (%)	90.47	Asian/Pacific Islander	1
Students Suspended (%)	19	Other	0
Students Suspended 5+ days (%)	5	Low Income	74
Truancy (%)	23	Special Education	57
Student/Teacher Ratio	8 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: SAIL has contracted with a curriculum specialist/consultant to address its curricular needs in grades one (1) through six (6), and to focus on developing curricula for grade seven (7), which was added this school year; and grade eight (8) that is slated to open for school year 2009–2010. While progress has been made in the development of curricular documents, such as a school-wide thematic organization of the school year, there still is not a written document that fully aligns the scope and sequence for teachers when planning instructional content delivery of the District of Columbia Learning Standards in the core content areas. Without such a document, there is not a systematic process to ensure the fidelity of implementation or to guide the ongoing review and revision.

Instruction: The SAIL staff, including lead teachers, specialists, and teachers, is knowledgeable about instructional strategies to meet the needs of a wide variety of learners. Staff members are experienced in the arts and classroom instruction reflects instructional practices with lessons designed to include the infusion of the arts. In addition, evidence of the Responsive Classroom is pervasive throughout the building with all stakeholders including students, parents, teachers, and administrators knowledgeable and supportive of the methodologies. These methodologies are modeled throughout the building and provide a means for home-school communication. Although there is evidence of numerous strategies and interventions to address student achievement, there was little or no evidence that questioning techniques and higher order thinking skills are being adequately addressed through the delivery of daily lessons.

Instructional strategies and the implementation of daily lessons center on small group and whole group lessons. A lead teacher and a teacher assistant are assigned to each classroom where they support students as they work on varying activities in a center-based approach with projects designed to allow for their creative expression. Teachers plan collaboratively to address the needs of students achieving at varying levels and instruction addresses student needs. There was no evidence of teachers and specialists planning together to ensure that the arts are fully integrated throughout the school and not simply apparent in individual daily lessons of units of study.

Professional development opportunities are designed with the input of teachers and staff and the calendar reflects the needs and topics of focus identified from staff members. The school staff may wish to revisit the professional development plan to institute training sessions that may address current concerns instead of waiting until later in the school year. In addition, those areas of the professional development plan which directly address student achievement should be aligned with the school's focus. Outcomes should be identified to gauge the effectiveness of these activities.

Assessment: The school leadership has selected standardized assessments for monitoring student achievement. DIBELS is administered to assess reading levels for students grade K-6 and the SCAN-TRON Achievement assessment is administered to determine math levels. The school has administered DC-BAS during the previous school year, but

The School for Arts in Learning Public Charter School Elementary School (SAIL) (continued)

has decided to rely on the SCANTRON and DIBELS. The school also administers the necessary assessment to inform decision-making for special education services. The use of the assessment data to inform daily instruction and to best implement the school's individualized service delivery model is limited. Through document review and focus groups with teachers and leadership, there was limited use of pre-existing data to establish instructional plans for identified students scoring below proficiency levels. The school's data management systems do not facilitate the retrieval of student achievement or accountability plan data from previous years. Although the school has plans to improve its technological capabilities to accommodate this process, there is no contingency plan in place to ensure data management and no projected date when the retrieval system will be in place.

School Climate: The Responsive Classroom Model permeates the entire atmosphere of the school, and is modeled by administrators, faculty, staff, parents and students. The school's discipline policies, understood by all stakeholders, are clearly articulated, and appropriate behavior is reinforced throughout the school using color coded behavior indicators. While parents and students express overall satisfaction with the school and feel that the school is a good and safe plan in which to learn, the school has failed to administer satisfaction surveys to its stakeholders for the past two years.

Governance and Management: The facility is shared by Washington Very Special Arts (WVSA) and the school. The SAIL CEO and principal of the school have an ongoing working relationship and commitment to the fulfillment of the school's mission and goals. Although the school has experienced a change in leadership/principal for two consecutive years, the school achieved AYP/Safe Harbor. The current principal (newly appointed in July 2008) is the former Dean of Students for the school, and has been on staff for the past three years. The team continues to have concerns regarding the teacher attrition rate (70% for the past two years), and the change of principal for two consecutive years. Participation in the PDR process has been less than adequate for the past two years.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- Several deficiencies in the internal control over financial reporting that are considered to be significant were disclosed in the audited financial statements.
- Received other than unqualified opinion on its financial statements and federal awards platforms.
- The school concluded FY2008 with a \$1,246K deficit resulting in a cumulative net asset deficit of \$324K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- August 18, 2008 - Conditionally approved SAIL PCS's request to lift the suspension of its middle school program
- April 20, 2009 - Granted conditional charter continuance to SAIL PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	38.89%	44.44%	16.67%	–	61.11%	33.33%	5.56%	–
4	2009	30.00%	45.00%	25.00%	–	40.00%	40.00%	20.00%	–
5	2009	44.44%	44.44%	11.11%	–	61.11%	27.78%	11.11%	–
6	2009	7.69%	61.54%	30.77%	–	38.46%	53.85%	7.69%	–
7	2009	–	50.00%	50.00%	–	28.57%	57.14%	14.29%	–

Tree of Life PCS

2315 18th Place, NE 20018 | Ward 5 | (202) 832-1108

DESCRIPTION: A family-friendly, full service elementary and middle school providing an alternative environment for the children and families it serves.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	100
Fall 2008 Enrollment	293	Hispanic/Latino	0
Re-Enrollment Rate (%)	71	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	50	Other	0
Students Suspended 5+ days (%)	6	Low Income	97
Truancy (%)	21	Special Education	9
Student/Teacher Ratio	PK–1: 8 to 1; 2–8: 20 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school continues to face challenges in the development of a viable instructional curriculum. Inconsistencies and missing components in the development of the school curriculum, leaves teachers at a disadvantage in planning and pacing for quality instruction, and teacher effectiveness is compromised.

Instruction: The school has made an effort to improve the delivery of instruction provided to students. Professional development and planning to improve teaching and learning has focused on a variety of best practices aimed as raising achievement levels. Much attention has been given to establishing a routine assessment schedule so that teachers are guided, through data analysis, to plan effectively for improved performance. Teachers have been trained to focus on re-teaching deficit skills to enhance standards mastery and meet regularly in team meetings to discuss and analyze student data. To further intensify the instructional program for students, the school has increased its resources and intervention through the use of technology. Instructional specialists provide mentoring, coaching and technical support to teachers in need of assistance.

Despite the plethora of innovations instituted by the school to accomplish its school achievement goals, the PDR uncovered several needs that restrict the school's ability to effectively meet the needs of the students.

Assessment: The school environment vividly illustrates the focus placed on academic achievement and the resources invested into meeting the needs of students and their families; however, the school continues to fall short of its academic goals in reading and mathematics as measured by the required standardized assessment measure, DC CAS. Tree of Life has discovered that there is no single approach that works with all students. The school provides multiple resources and interventions to meet the needs of their students. Observations during the Program Development Review (PDR) revealed that most students were actively engaged throughout their lessons. The classroom environments, especially in the elementary component, were rich in print and have a variety of learning centers. Classroom observations also revealed that students were not being challenged to use their inferential and critical thinking abilities that most questions asked of them were not open-ended and teachers did not probe for deeper thought and divergent thinking. Opportunities for assessment were incorporated in the lessons and rubrics were used in many classrooms to assess and evaluate writing.

School Climate: The school is bright and welcoming with a variety of extended day programs offered before school, after school and on Saturdays to target the needs of low achieving students.

Tree of Life PCS (continued)

Governance and Management: There is a need to strengthen professional development offerings to include various formats and topics specific to the individual needs of the school educators, e.g., data analysis and utilization, differentiated instruction, higher order questioning techniques, and literacy development in the content areas. Tree of Life Community Public Charter School is in Corrective Action status under “No Child Left Behind”. As part of the Corrective Action Plan, the school has created specific programs for all identified subgroups (Males, Females, Black/Non-Hispanic, Economic Disadvantaged and Special Education). The school implements multiple interventions for students at risk of academic failure (AM Study Hall, PM Study Hall, Voyager, SES, CATAMA, Saturday School, Think Link Learning, Renaissance Learning). The co-teaching model is in place for all inclusion Classrooms; however, their needs to be intentional professional development around best practices with co-teaching. The findings of this PDR Report will be helpful to the Board and the school administration in the school improvement planning activities to follow.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$160K surplus but maintained a positive net asset balance of \$2,260K.

BOARD ACTIONS:

- October 20, 2008 - Conditionally approved Tree of Life PCS’s accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	–	35.29%	52.94%	11.76%	3.03%	21.21%	30.30%	45.45%
4	2009	4.76%	28.57%	66.67%	–	–	19.05%	71.43%	9.52%
5	2009	10.53%	26.32%	57.89%	5.26%	–	47.37%	47.37%	5.26%
6	2009	22.73%	27.27%	45.45%	4.55%	9.09%	54.55%	22.73%	13.64%
7	2009	5.56%	22.22%	50.00%	22.22%	16.67%	22.22%	55.56%	5.56%
8	2009	–	40.63%	59.38%	–	6.25%	40.63%	50.00%	3.13%

Two Rivers PCS

1227 4th Street NE 20002 | Ward 6 | (202) 546-4477

DESCRIPTION: An elementary program using Expeditionary Outward Bound model, emphasizing interactive, hands-on, project-based learning.

School Data		Student Demographics %	
Grades Served	PS–7	African-American	55
Fall 2008 Enrollment	367	Hispanic/Latino	8
Re-Enrollment Rate (%)	91	Caucasian	33
Average Attendance (%)	94	Asian/Pacific Islander	3
Students Suspended (%)	2	Other	0
Students Suspended 5+ days (%)	6	Low Income	31
Truancy (%)	13	Special Education	13
Student/Teacher Ratio	11 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The review team completed its program development review impressed by the energy and commitment with which the administration and staff have devoted themselves to establishing a standards-based program. The Leadership Team and Lead Teachers are refining an assessment system that is linked to a standards-based curriculum which informs instructional decisions. An additional step critical to continue academic growth is to capture instructional and assessment processes in writing to clearly provide direction for staff and to institutionalize protocols, procedures and practices.

Instruction: The school’s mission is augmented by Expeditionary Learning which is a reform model designed to promote critical thinking, skills and habits, academic achievement, and personal development through the use of in-depth investigations that engage students in community, projects, and service. The school embraces many opportunities to engage students in real world learning experiences and teachers, parents, staff, and students work together to create a school culture of collaboration, respect, and high expectations.

Assessment: The School Improvement Plan is a comprehensive plan that addresses areas needing attention based on school statistics, DCCAS performance results, internal assessment results (Brigance, Measures of Academic Progress, and MPSP). The plan is inclusive of feedback from the school leadership team, board members, staff, and parents.

During focus group interviews with Board members, Parents, and Staff, they were all able to articulate the strategies and activities identified in the SIP. They were also aware of the causes and contributing factors that attributed to relative to the lack of student achievement for certain groups of students in the school.

Pages one through five of School Improvement Plan are symbolic of a brief “Executive Summary” that describes the school’s mission, “School Profile”, and innovations to meet the needs of all students based on various data sets. Pages six and seven contain an analysis of data of student performance for subgroups identified under No Child Left Behind that did not make Annual Yearly Progress. Internal assessments are clearly delineated and under review in an effort to address weaknesses of the Brigance mathematics assessments. The use of current data the school received in 2007–2008 and a trend of data reporting since 2005–2006 is reflective in the instructional decisions that are made by the schools’ leadership. A framework for a “Year One Reading and Math Action Plan” is included in the 2008–2009 School Improvement Plan (SIP). Annual Measurable Goals are stated with specifics “Causes and Contributing Factors” and “Objectives and Measures of Success” are also outlined in the SIP. The SIP focus is in alignment with the Accountability Plan including an “Implementation Timeline” and a strategy to review the SIP. A general list of professional development activities that supports the implementation of the instructional program is included on the “Professional Development Plan”, page 27, however, monitoring, follow-up, and evaluative components are lacking. “A Parental Involvement Plan” is outlined on page 26.

Two Rivers PCS (continued)

School Climate: Two Rivers' instructional and operational processes support the guiding principles of the school's educational philosophy and mission which is to nurture a diverse group of students to become lifelong, active participants in their own education, while developing a sense of self and community.

Governance and Management: The school's leaders and staff are extremely dedicated to the progress of their students, self-reflection, as well as, to their continuous organizational development.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$667K surplus and increased its net asset balance to \$3,370K.

BOARD ACTIONS:

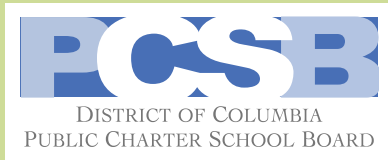
- September 15, 2008 - Approved Two Rivers' accountability plan
- July 20, 2009 - Approved Two Rivers PCS's request to operate in a new location

UNIQUE ACCOMPLISHMENTS:

- Two Rivers was accredited by the American Academy for Liberal Education.
- Two Rivers was selected as a DC Safe Routes to School Pilot School by the DC Department of Transportation.
- Two Rivers received a Community Leadership Award from the NoMa Business Improvement District.
- Two Rivers was chosen to be one of ten schools in DC to found a network of schools using real-time assessment data to support teaching and learning.
- Two Two Rivers Middle School students were selected as winners of President Obama's Inauguration essay contest.
- One of Two Rivers' seventh graders was chosen to serve on the Newseum's Student Advisory Team.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	4.35%	32.61%	54.35%	8.70%	4.35%	36.96%	32.61%	26.09%
4	2009	6.52%	34.78%	41.30%	17.39%	6.52%	50.00%	34.78%	8.70%
5	2009	8.70%	47.83%	43.48%		13.04%	39.13%	30.43%	17.39%
6	2009		32.00%	60.00%	8.00%	12.00%	28.00%	44.00%	16.00%
7	2009	5.00%	40.00%	50.00%	5.00%	20.00%	40.00%	30.00%	10.00%



District of Columbia
Public Charter School Board

2009 School Performance Reports

PK-12 Programs

Capital City PCS – Lower School

3047 15th Street, NW 20009 | Ward 1 | (202) 387-0309

DESCRIPTION: An Elementary/middle school using Expeditionary Learning Outward Bound model and the Responsive Classroom.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	35
Fall 2008 Enrollment	244	Hispanic/Latino	27
Re-Enrollment Rate (%)	88	Caucasian	34
Average Attendance (%)	96	Asian/Pacific Islander	4
Students Suspended (%)	6	Other	0
Students Suspended 5+ days (%)	1.2	Low Income	45
Truancy (%)	1	Special Education	15
Student/Teacher Ratio	12 to 1	English Language Learners	20

PROGRAM DEVELOPMENT REVIEW:

Curriculum: CCPCS has well-defined and developmentally appropriate curriculum in place across grade levels and subject areas. Educators are reflective and thoughtful regarding curricular adjustments in keeping with the school’s mission, goals, and high expectations for student academic achievement. The school is still developing a writing continuum for grades preK-8 and a comprehensive technology plan is not yet in place to fully integrate technology across the curriculum.

Instruction: CCPCS has a highly professional instructional teaching staff that put children at the center of instructional best practices in all grade levels. The classrooms are rich in resources and print materials, and the PDR team observed child-centered and highly engaging lessons. Teachers utilize a variety of instructional and developmentally appropriate approaches; co-teaching and the Workshop Models lend to an embedded monitoring and tweaking of instructional delivery and strategies, as well as student support and differentiation of instruction, curriculum, and assessment. The PDR team observed ELOB integrated instructional connections, collaboration amongst students and teachers, and Responsive Classroom principles. The school practices a full inclusion philosophy to support the English Language Learner and Special Education students at every grade level. Additionally, there is a plethora of academic support for all struggling students.

Assessment: CCPCS collects, reports, and uses multiple assessments aligned with adopted standards. Teachers receive professional development training in analyzing assessment data, and use assessment data to determine if students are mastering skills. There are weekly and bi-weekly times set aside for teachers to engage in dialogue, review student work and then make data driven decisions regarding lesson planning, on-going assessments, and student supports. On a larger scale, the instructional staff annually reviews school-wide and grade-level trend data to make programmatic changes and determine what revisions are needed in curricula and final year-end assessments. Given the number of assessments and the opening of the upper school campus this fall, CCPCS recently acquired a centralized data management system, PowerSchool, to ease data collection and reporting and increase accessibility of data to staff.

School Climate: There is an evident sense of community at CCPCS. The leadership team and all stakeholders demonstrate sincerity and diligence in their desire to meet the educational and instructional needs of students as described by the school’s mission. Parents and students are clearly satisfied with the school according to interviews. Student and staff interviews revealed that the curriculum is supported by use of the Responsive Classroom. This classroom management model and social curriculum is incorporated into the learning environment and students are consistently recognized for their positive accomplishments. The PDR team observed this commitment to Responsive Classroom principles during the school’s morning meeting where songs, chants and affirmations were integrated into school announcements and community service. The faculty feels supported by school leaders and student interviews indicate they perceive their

Capital City PCS – Lower School (continued)

teachers as knowledgeable and dedicated. A new Parent School Association (PSA) has been established to promote different social and academic events and further strengthen the school community.

Governance and Management: The CCPCS Board of Trustees (BOT) is deeply committed to the mission of the school and all members seek to advance the educational opportunities for students through participation in various committees. As the BOT evolves from founding members to more diverse membership, they have implemented a succession plan for their leadership. Additionally, the BOT has supported changes in site-based leadership and ensured stability as the school implements a reorganization plan. The Head of School, Principal and instructional coordinators are highly effective as stewards of the CCPCS mission. Parents, students and teachers are completely satisfied with the governance and leadership teams at the school, though parents welcome more direct communication opportunities with the BOT.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$49K deficit decreasing its cumulative net asset balance to \$3,860K.

BOARD ACTIONS:

- September 15, 2008 - Conditionally approved Capital City's accountability plan.

UNIQUE ACCOMPLISHMENTS:

- President and First Lady Obama, in their first visit to a DC public school, visited Capital City and commended the school's innovation and strong performance as "how all schools should be."
- Capital City was named the charter school winner of Fight for Children's Quality School's Initiative Award, which recognizes high quality programs that improve student achievement. The \$100,000 award will support Capital City in sharing best practices with other teachers and schools.
- Capital City's Lower School hosted 65 educators from around the country for a site visit for Expeditionary Learning Schools held in March.
- Capital City 8th Graders participated in Model UN.
- Art Teacher, Judith Stroman, was a finalist for the DC Commission of the Arts and Humanities Arts Teaching Award.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	9.52%	28.57%	57.14%	4.76%	9.52%	23.81%	52.38%	14.29%
4	2009	4.17%	20.83%	45.83%	29.17%	8.33%	16.67%	54.17%	20.83%
5	2009	–	22.22%	55.56%	22.22%	16.67%	22.22%	50.00%	11.11%
6	2009	–	18.18%	68.18%	13.64%	9.09%	31.82%	45.45%	13.64%
7	2009	–	52.63%	42.11%	5.26%	10.53%	47.37%	31.58%	10.53%
8	2009	4.55%	13.64%	45.45%	36.36%	9.09%	18.18%	50.00%	22.73%

Capital City PCS – Upper School

3220 16th Street, NW 20009 | Ward 1 | (202) 387-1102

DESCRIPTION: A middle/high school using Expeditionary Learning Outward Bound model and the Responsive Classroom.

School Data		Student Demographics %	
Grades Served	6–9	African-American	43
Fall 2008 Enrollment	128	Hispanic/Latino	48
Re-Enrollment Rate (%)	n/a	Caucasian	4
Average Attendance (%)	95	Asian/Pacific Islander	5
Students Suspended (%)	20	Other	0
Students Suspended 5+ days (%)	0	Low Income	45
Truancy (%)	12	Special Education	23
Student/Teacher Ratio	13:1	English Language Learners	20

SELF STUDY REVIEW REPORT:

Curriculum: The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school’s mission and goals and includes benchmarks, learning targets, scope and sequence, and assessments for grades 6–8. Additionally, staff and board members recognize the need to develop a complete articulated curriculum for the high school. The choice of Expeditionary Learning (EL) and Coalition of Essential Schools models is consistent with the school’s mission, and as the school matures it is expected that more expeditions will be incorporated and more core values and benchmarks will become apparent in the daily lives of students. Materials are available to support the implementation of the curriculum (although more technology and reading resources would help implement curriculum at a higher level) and the school has reviewed and modified the curriculum to make it more effective with the students. With all the competing priorities, it is essential that the school rank its needs and schedule a concrete action plan regarding resources and staffing in order to actualize its aspirations.

Instruction: Capital City has identified a wide range of effective instructional strategies and written them into various statements and lists in order to inspire and guide teachers as they plan lessons. The school practices a full inclusion model to support students with special needs, and the statement of “Accommodations and Supports at Capital City” reinforces the idea that many strategies work well for all students, while other strategies can be effective with particular students. Classroom observations and reviews of lesson plans showed that the EL Benchmarks’ strategies are in practice in many classes. The teacher/student ratio is small enough, with the presence in classes of both Teaching Fellows and Inclusion Teachers, to offer individual attention to students and share collegial planning and teaching responsibilities among the faculty. Classroom observations revealed that only some classes exhibit the desired range of effective instructional strategies and that there is inconsistency among classes regarding the role of homework and the balance between active learning and accumulating reflections. Teachers report that they receive little structured formal or informal feedback from school peers or leaders to help them, but welcome observations.

Assessment: The Curriculum Framework for students is supported by the assessment system in place; in particular the authentic Portfolio assessment pieces. Most teachers seem clear about the purposes of assessment and show some facility in using data to improve their instruction but not all teachers feel comfortable interpreting and using assessment data to modify instruction in order to achieve academic and non-academic goals. At Capital City the purpose of assessment is both summative and formative and includes frequent student reflections about learning and progress. Student portfolios are an integral part of both instruction and assessment at the school. Capital City educators regularly get together to design and refine assessment tasks and scoring criteria for Reading/Writing/Math.

Capital City PCS – Upper School (continued)

School Climate: Parents stated that Capital City has established a fine climate for teaching and learning, giving a large amount of credit to the social curriculum of The Responsive Classroom as well as to committed, caring teachers and school leaders. Satisfaction with Capital City is reflected in their full enrollment, waiting lists, and high levels of parent satisfaction at the fall open house and parent-teacher conferences. The school is welcoming and students say they are happy to be there. They feel very safe within the school walls but acknowledge that their neighborhood streets can be dangerous. Some discipline issues small and larger are challenges; addressing them consistently will help promote the kind of community Capital City aspires to become. The school's five core values are not yet evident throughout the school culture and practices. Few students can articulate the school's mission or most of its values. Students express a lack of input in school decision-making, although they hope that their role in the school will grow as All School Meetings and the Student Government Association become permanent ongoing activities. Parents expressed concerns about the school meeting the needs of students identified with special needs and high performing students. Additionally, the review team agrees with the school's own Self-Study recommendation to continue to focus on the needs of ELL students.

Governance and Management: Capital City has a dedicated and well-qualified Board of Trustees who actively govern and support the school. The Committee structure is well suited to bring expertise to areas such as Fund Raising, Program Evaluation, and Governance. Parents from both campuses are members of the Board and non-Board member parents are welcome on committees and serve the school by helping with hiring and interviewing of staff. The Upper School Planning Design Team continues to support the Board in its searches for staff and facilities. The Board expressed a desire to recruit a few new members, particularly with expertise in real estate and/or development to assist with the crucial search for a larger facility. They might also consider the value of recruiting a banker because of the current financing challenges. The administrative leaders of the school are knowledgeable about education and have the trust of the faculty and students. Upon review of Capital City's Self-Study for the DC Public Charter School Board as well as the many written documents provided to the review team, we found that the school leadership is astute, focused, optimistic, and committed to excellent educational experiences for all of its students and staff.

Accountability Plan Performance: The Upper School is in its first year of operation and has targets included in Capital City Public Charter School's existing conditionally approved accountability plan. The school will be establishing baseline data for these targets and is in the process of developing mission specific targets for the Performance Management Framework.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$49K deficit decreasing its cumulative net asset balance to \$3,860K.

BOARD ACTIONS:

- September 15, 2008 - Conditionally approved Capital City's accountability plan.

Capital City PCS – Upper School (continued)

UNIQUE ACCOMPLISHMENTS:

- Capital City’s Upper School hosted 60 educators for a Coalition of Essential Schools conference in February.
- Capital City received generous competitive grants from the Walton Family Foundation, the Morris and Gwendolyn Caffritz Foundation, and Webber Family Foundation to support the start-up of the Upper School.
- Science Teacher, Sarah Riggen, was awarded “Best Integration of Energy Education into Curriculum” from Alliance for Energy Savings for her Green Buildings learning expedition.
- Sixth grade student, Sasha Alston, won third place in the Larry Neal Writing contest for her writing about President Obama and later had her essay published in the Harvard Education Review.
- 8th Grader, Forrest Penrod, was a winner of the annual Arena Stage playwrighting competition and 9th Grader, Israel Nunez, was performed by Young Playwright’s Theatre.
- Capital City had its first Debate Team, which competed in local tournaments.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	4.35%	39.13%	56.52%	–	17.39%	47.83%	30.43%	4.35%
7	2009	–	48.00%	44.00%	8.00%	20.00%	36.00%	36.00%	8.00%
8	2009	4.00%	40.00%	48.00%	8.00%	20.00%	36.00%	40.00%	4.00%

Friendship PCS - Blow-Pierce Campus

725 19th Street, NE 20002 | Ward 7 | (202) 572-1070

DESCRIPTION: A rigorous academic program with an emphasis on technology and wrap-around services for students.

School Data		Student Demographics %	
Grades Served	4–8	African-American	99
Fall 2008 Enrollment	683	Hispanic/Latino	1
Re-Enrollment Rate (%)	87	Caucasian	0
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	5	Other	0
Students Suspended 5+ days (%)	4	Low Income	78
Truancy (%)	16	Special Education	8
Student/Teacher Ratio	29 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Friendship Blow-Pierce continues to use the Understanding by Design Model to finalize development of curriculum maps for all core subjects that are aligned with the District of Columbia Learning Standards, along with selected standards from the states of Massachusetts and California. Professional development designed to revise, modify and upgrade existing curricular documents, and to plan instructional delivery of these curricula is delivered by contracted consultants and subject area supervisors. While core subjects are in varying stages of completeness, several courses (fine arts, physical education, and other specials) have yet to be developed utilizing the Understanding by Design Model.

Instruction: Friendship-Blow Pierce has instituted departmental co-chairs by grade levels for core academic subjects. Their role is to positively impact standards-based instructional delivery through coaching, modeling, and professional development. The school’s instructional foci are project-based units and differentiation of content, product and process. The master schedule reflects literacy and numeracy blocks in an effort to increase rigor, and to prepare students for internal and state assessments. Classroom observations showed inconsistent utilization of effective co-teaching strategies, authentic application of differentiated instruction and other appropriate teaching strategies/structures that engage students in the learning process. Although there are several resources to support struggling students, data and instructional strategies that address the needs of NCLB subgroups are needed to determine effectiveness and appropriateness for individual learners.

Assessments: The school administers multiple assessment instruments (SCANTRON, district-created interims, etc.) that are designed to benchmark students’ progress over time, and utilizes the data to inform instructional decisions. A recently implemented cycle of instruction allows for on-going assessments. However, void of appropriate instructional practices, student achievement may not be positively impacted.

School Climate: A positive academic climate exists, and the school prides itself on providing a safe and orderly environment that is supportive of the teaching-learning process. Parents shared that the school has an open-door policy; and expressed a genuine appreciation to the school’s staff for educational opportunities (instructional and extra-curricular) provided their children. There is an organized Parent Advisory Council that serves as the vehicle for parental involvement and parent interaction. Friendship-Blow Pierce implements a system of recognition and rewards for both staff and students.

Governance and Management: The Board of Trustees and the administration govern and manage in a manner that is consistent with the school’s mission and design. Board members who participated in the focus group expressed a level of satisfaction with the current status of the school, and shared future plans for a redesign/restructuring to a focus on math, science, technology and pre-engineering in the next two-to-three years. The evaluation of the principal is performance-based and is grounded in the school’s accountability plan. Increased Board of Trustees members’ attendance and participation in the focus group during the Program Development Review would be welcomed to gauge the full capacity of the Board to support the school’s mission and design. While the Board provides adequate resources, the PDR team feels that a reallocation of resources to targeted school improvement goals would positively impact student achievement

Friendship PCS - Blow-Pierce Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$706K deficit reducing its net asset balance to \$13,400K.

BOARD ACTIONS:

- August 18, 2008 - Approved with conditions Friendship PCS's curriculum change request.
- January 26, 2009 - Granted full charter continuance to Friendship PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	2009	5.00%	52.50%	42.50%	–	27.50%	40.00%	32.50%	–
5	2009	–	64.52%	35.48%	–	25.81%	64.52%	9.68%	–
6	2009	6.54%	47.66%	44.86%	0.93%	15.89%	49.53%	28.97%	5.61%
7	2009	3.05%	48.73%	45.69%	2.54%	8.12%	34.01%	53.81%	4.06%
8	2009	3.31%	44.12%	49.26%	3.31%	15.81%	41.18%	40.44%	2.57%

PK-12 PROGRAMS

Friendship PCS - Chamberlain Campus

1345 Potomac Avenue, SE 20003 | Ward 6 | (202) 547-5800

DESCRIPTION: A rigorous academic program with an emphasis on technology and wrap-around services for students.

School Data		Student Demographics %	
Grades Served	PS-7	African-American	98
Fall 2008 Enrollment	722	Hispanic/Latino	2
Re-Enrollment Rate (%)	74	Caucasian	1
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	26	Other	0
Students Suspended 5+ days (%)	12	Low Income	70
Truancy (%)	29	Special Education	8
Student/Teacher Ratio	25 to 1	English Language Learners	1

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page viii about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$706K deficit reducing its net asset balance to \$13,400K.

BOARD ACTIONS:

- August 18, 2008 - Approved with conditions Friendship PCS's curriculum change request.
- January 26, 2009 - Granted full charter continuance to Friendship PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	19.57%	50.00%	29.35%	1.09%	34.78%	40.22%	18.48%	6.52%
4	2009	18.06%	45.83%	33.33%	2.78%	22.22%	43.06%	30.56%	4.17%
5	2009	9.59%	64.38%	24.66%	1.37%	19.18%	53.42%	21.92%	5.48%
6	2009	8.82%	52.94%	36.76%	1.47%	11.76%	35.29%	36.76%	16.18%
7	2009	11.11%	61.90%	23.81%	3.17%	23.81%	36.51%	39.68%	–

Friendship PCS - Collegiate Academy Campus

4095 Minnesota Avenue, NE 20019 | Ward 7 | (202) 396-5500

DESCRIPTION: A rigorous academic program with an emphasis on technology and wrap-around services for students.

School Data		Student Demographics %	
Grades Served	9–12	African-American	100
Fall 2008 Enrollment	1280	Hispanic/Latino	0
Re-Enrollment Rate (%)	90	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	0
Students Suspended (%)	35	Other	0
Students Suspended 5+ days (%)	18	Low Income	65
Truancy (%)	6	Special Education	9
Student/Teacher Ratio	29 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Since Friendship Collegiate Academy severed ties with Edison; the school has been writing curriculum maps to align DC CAS and national standards. The school continues to enhance the curriculum framework, using Understanding by Design elements. The curriculum is implemented with fidelity with common elements of lessons visible in classrooms. Teachers and leaders use multiple forms of formative and summative assessments to support expectations for student mastery. The master schedule has changed to allow daily common planning within departments. Grade level meetings and department meetings, held two or three times a week and on Wednesdays, provide time for teachers to share and discuss curriculum concerns and instructional best practices during *Data Talks*. The school continues to make materials and resources available and to train teachers on best use of existing materials and resources that support the implementation of the curriculum. The school leadership has established an environment wherein teachers take ownership of instruction, student achievement, and data.

Instruction: Teacher and leadership focus groups reflect a school-wide initiative towards enhancing instruction to meet individual student needs. This year the school has demonstrated a focus on instructional strategies to support differentiation, literacy and data analysis. Professional development supports increasing teacher capacity. The school leadership and teachers are involved in collaborative planning and data analyses. This supports their efforts to design lessons that are aligned to the standards and scaffold instruction. Teachers plan with curriculum coordinators who serve as coaches in the core curricular areas. As a result, they are able to identify research-based practices that inform the instructional focus for major content areas (i.e., incorporation of hands-on activities in mathematics and science, incorporation of *Skillful Teacher*, increased use of technology, lesson studies reflecting application of best practice strategies from the book *When Students Can't Read* and Marzano's high-yield strategies).

Assessment: The focus on the DC CAS drives not only the 10th grade, but the entire learning community as a whole. The school has identified a variety of formative and summative assessment data that are analyzed in order to monitor student learning, identify student weaknesses, review instructional effectiveness and modify curriculum. There is evidence of a school-wide systematic process to interpret and analyze data. The school has a co-teaching plan and strategies in place that allow all teachers to clearly identify and modify instruction for special education students.

School Climate: The school staff, parents and students feel that the school is safe and orderly. This environment is provided through the allocation of full time security guards, a large student support team, counselors, and assistant principals. There is a discipline committee which enforces the 'Core Values'. The school staff insists upon adherence to the 'Core Values' and provides programs such as Saturday school, a leadership program, and Project Rebound to assist students with behavior concerns and provide opportunities for leadership activities. Alternatives to suspensions are also provided. Home teaching and tutoring are provided for students who are ill or suspended.

Friendship PCS - Collegiate Academy Campus (continued)

Parents report their excitement with the school's instructional program, teachers, leadership staff, and support afforded by the school. The parents attribute the success of their students to the entire staff at Friendship Collegiate. Parents report that the school is safe and that their children are free from physical and verbal attacks. There are multiple opportunities for the parents to be involved in the school and in their student's education. The board and parents are involved in the school improvement process.

Governance and Management: The school board is an effective organization committed to providing opportunities for the students to achieve the goals identified in the Friendship Mission statement. The board has secured funding from several sources to enhance the program offered to students. This includes providing state of the art equipment such as 5 Smart Labs, mobile labs, funding trips to other countries, funding professional development to increase teacher capacity and providing enhanced staffing. Friendship's Mission is to produce students that are life long learners, the academic designs embedded in the Early College components are designed to encourage students to take higher level courses as well as college level courses. Students participate in college tours thus heightening their interest in college. The principal presents to the board data to review and analyze. The board is also involved in the decision making process and school improvement process regarding NCLB mandates and School Improvement.

Accountability Plan Performance: Friendship Collegiate Public Charter School had 10 academic and five non-academic targets outlined in its 2003–2008 approved accountability plan. Of the 10 academic targets, two were not applicable due to the State Assessment Change in 2006, seven were met, and one was unmet. Of the five non-academic targets, four were met and one was unmet. It is important to note that Friendship and the PCSB have begun to discuss targets for the next accountability plan cycle, should the school receive a continuance to operate its charter. In addition, the school ended its contractual relationship with Edison Schools and began shifting its school design in the 2006–2007 school year which caused a misalignment between its existing accountability plan and the instructional program implemented at the school level. The current targets under discussion are more reflective of the program being implemented this school year.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$706K deficit reducing its net asset balance to \$13,400K.

BOARD ACTIONS:

- August 18, 2008 - Approved with conditions Friendship PCS's curriculum change request.
- January 26, 2009 - Granted full charter continuance to Friendship PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	2.88%	54.63%	35.46%	7.03%	4.81%	27.24%	57.05%	10.90%

Friendship PCS - Southeast Elementary Campus

645 Milwaukee PL, SE 20032 | Ward 8 | (202) 562-1980

DESCRIPTION: A rigorous academic program with an emphasis on technology and wrap-around services for students.

School Data		Student Demographics %	
Grades Served	PS-6	African-American	100
Fall 2008 Enrollment	554	Hispanic/Latino	0
Re-Enrollment Rate (%)	83	Caucasian	0
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	16	Other	0
Students Suspended 5+ days (%)	8	Low Income	83
Truancy (%)	10	Special Education	5
Student/Teacher Ratio	25 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Curriculum, aligned with the District of Columbia Learning Standards and other selected state and national standards, is in the varying stages of development for all subjects taught. The school continues to use the Understanding by Design Model to develop curriculum maps, which have been completed for the core subjects. Curricular documents for special subjects (art, music, health, Spanish and physical education) are still in the early stages of development and utilization. The maps serve as the foundation for instructional planning and delivery. Professional development designed to guide/assist teachers with the updating and modification of existing curricular document is provided by subject area supervisors.

Instruction: Friendship Southeast creates and fosters a standards-based, student-centered learning environment. It has developed a school culture that is collaborative, supportive and comfortable using data designed to inform instructional decisions and to improve student achievement. Interventions are provided to support the academic performance of identified at-risk/struggling students. Friendship Southeast’s SPED subgroup met AYP in 2007–2008 through the Safe Harbor provision. The school values, develops and supports teacher expertise through daily professional development and the provision of opportunities for them to work, plan and reflect together.

Assessment: Friendship Southeast administers a variety of assessments in addition to the standardized testing, including SCANTRON, Performance Achievement, Headsprout, and Fountas and Pinnell. The Woodcock Johnson evaluation is administered to all struggling students to identify those requiring extensive intervention. It also uses the Wilson/Wade pull-out model that aligns with the school’s special education program objectives. It is evident that, through the use of regularly scheduled data talks, learning walks, and professional development opportunities, the faculty continues to expand their capacity to use data to inform instruction throughout the school year. Data walls are posted in classrooms, and students develop personal action plans, based on data, to support their academic success.

School Climate: There is a very high degree of parent satisfaction with the school’s program and with communication between the school and the home. The climate at Friendship Southeast is pleasant and supportive. The school has an open-door policy with parents, and, as a result, teachers are accessible to parents as well as students and each other. A majority of the students indicated that they feel safe at the school. Parents are happy to have a formal Parent Action Council with elected officers to support school activities. Parents shared that they would like a playground to round out the great school facility.

Friendship PCS - Southeast Elementary Campus (continued)

Governance and Management: The Board of Trustees governs and manages in accordance with the school's design and mission, and is organized via a committee structure with each member serving on at least one committee. The Board also has two parent representatives; however, neither has a child at the Friendship Southeast campus. In addition to a completely renovated facility, focus groups of parents, administrators and teachers assured us that the school has sufficient resources to support a quality instructional program. The Board of Trustees has ensured that the leadership team of principal, assistant principal and dean of students is both strong and stable. With sufficient resources and a very effective leadership team in place, the school still has not been able to consistently make Adequate Yearly Progress (AYP) as mandated by the No Child Left Behind Act. The special education subgroup did, however, make AYP for SY '07-'08 (Safe Harbor).

School Improvement: Friendship Southeast is in year two of school Improvement. As part of the School Improvement Plan (SIP), the school will be providing extra support through intensive intervention initiatives which will be supported through a full-time intervention specialist and literacy and numeracy coaches. Intervention groups will not only support low performing students but also, provide opportunities for enrichment using Smartlab, and literature circles. Additionally, extended learning opportunities will be provided to students through a free Saturday School program, personalized tutoring and support for students aligned to their instructional needs based on data.

Although, the school has developed a plan for monitoring the implementation of the school improvement process, there is no system in place to track the effectiveness of intervention programs included in the School Improvement Plan. Additionally, there was no evidence to indicate that the school tracks achievement data according to NCLB subgroups and the attendance and participation of students enrolled in the intervention programs.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$706K deficit reducing its net asset balance to \$13,400K.

BOARD ACTIONS:

- August 18, 2008 - Approved with conditions Friendship PCS's curriculum change request.
- January 26, 2009 - Granted full charter continuance to Friendship PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	13.33%	37.33%	46.67%	2.67%	6.67%	28.00%	42.67%	22.67%
4	2009	8.11%	47.30%	37.84%	6.76%	–	28.38%	51.35%	20.27%
5	2009	10.29%	54.41%	35.29%	–	13.24%	50.00%	27.94%	8.82%
6	2009	–	38.67%	57.33%	4.00%	9.33%	49.33%	32.00%	9.33%

Friendship PCS - Woodridge Campus

2959 Carlton Avenue, NE 20018 | Ward 5 | (202) 635-6500

DESCRIPTION: A rigorous academic program with an emphasis on technology and wrap-around services for students.

School Data		Student Demographics %	
Grades Served	PS-8	African-American	97
Fall 2008 Enrollment	584	Hispanic/Latino	2
Re-Enrollment Rate (%)	83	Caucasian	1
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	20	Other	0
Students Suspended 5+ days (%)	8	Low Income	64
Truancy (%)	27	Special Education	8
Student/Teacher Ratio	24 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: The Friendship District has provided a school-wide standards based curriculum which is teacher driven and responsive to students’ needs. National as well as D.C. Standards are used in all grades. There is a comprehensive scope and sequence framework for all subjects and most grades The Understanding By Design approach to curriculum mapping includes Power Standards, supporting standards, essential questions, knowledge, skills and performance tasks to ensure that students achieve high levels of learning. A review of the curriculum documents revealed inconsistencies in the areas of assessments and resources.

Instruction: Friendship Woodridge has a clear instructional philosophy that every student can and will learn. This philosophy is evident in the way grade-level teams discuss student data on formal and informal assessments, group students according to skill level and provide intervention/support to students. Task engagement for both teachers and students is a strength. The school’s first ELL students enrolled this year and the ELL staff, curriculum, and materials are in a developing stage for implementation. The school primarily services special needs students in a co-teaching model. Classroom teachers and inclusion teachers have two 45-minute planning periods a day. Professional development begins in the summer and continues throughout the year at both the central and school level. There is a need for documentation and regular evaluation of the school professional development program. HQT status for teachers is a challenge with 3 of 5 special education teachers not certified and 13 of 21 teachers non-HQT. The school did not make AYP in math, reading, and special education on the DC CAS last year.

Assessment: The school leadership has established an environment where teachers take ownership of student achievement and instructional delivery. The focus on data has resulted in a sense of urgency in the building. The school uses multiple forms of formative and summative assessments to support students and monitor progress toward achieving adequate yearly progress. Data meetings are held once a week to discuss student academic performance. Every two weeks students are regrouped based on data. Students in need of academic support participate in an intervention block called Friendship Lab. The regrouping is monitored by leadership. Classrooms and hallways are data rich, and the data charts throughout the school are understood by leadership, teachers and students. Students demonstrate an awareness of their current academic achievement level and growth targets across upper elementary and Junior Academy grades. The Principal presents the school’s academic and non academic data quarterly to the Board for review and analysis. The data is plentiful and accessible to staff in the form of district, school and classroom level data. Parents, however, reported they are not apprised of the school-wide data.

Friendship PCS - Woodridge Campus (continued)

School Climate: The school environment of Friendship Woodridge Public Charter School is an inviting one from the bright immaculately clean halls that are lively and inviting for the children to the collegiality of the staff. The staff at Friendship Woodridge Public Charter School has created a safe and orderly environment that is conducive for learning, in which students feel challenged and secure. Students feel that the teachers, “really care about them.” Students indicated that, “the work is much harder this year.” Core values are emphasized throughout the year and are prominently displayed. However, parent’s perception of the school’s receptivity to school wide concerns is an area that the school should address.

Governance and Management: The Board of Trustees is committed to fulfill the mission of the school and articulates a clear understanding of the school’s design. In order to govern the school in a manner consistent with the school’s design, the Board incorporates sub-committees to enhance their efforts. The Board is keenly aware of the urgency to employ programs to ensure that the school is successful in meeting all their required targets.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$706K deficit reducing its net asset balance to \$13,400K.

BOARD ACTIONS:

- August 18, 2008 - Approved with conditions Friendship PCS’s curriculum change request.
- January 26, 2009 - Granted full charter continuance to Friendship PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	12.07%	53.45%	32.76%	1.72%	13.79%	31.03%	41.38%	13.79%
4	2009	13.33%	43.33%	40.00%	3.33%	10.00%	33.33%	46.67%	10.00%
5	2009	1.92%	26.92%	65.38%	5.77%	5.77%	38.46%	40.38%	15.38%
6	2009	3.39%	22.03%	69.49%	5.08%	8.47%	25.42%	55.93%	10.17%
7	2009	–	33.33%	59.65%	7.02%	3.51%	24.56%	59.65%	12.28%
8	2009	–	31.08%	59.46%	9.46%	4.05%	29.73%	56.76%	9.46%

Hyde Leadership Academy PCS – Lower School (ES)

101 T Street, NE 20002 | Ward 5 | (202) 529-4400

DESCRIPTION: A college preparatory school committed to developing socially responsible leaders.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	97
Fall 2008 Enrollment	446	Hispanic/Latino	2
Re-Enrollment Rate (%)	65	Caucasian	0
Average Attendance (%)	93	Asian/Pacific Islander	1
Students Suspended (%)	16	Other	0
Students Suspended 5+ days (%)	2	Low Income	76
Truancy (%)	22	Special Education	10
Student/Teacher Ratio	25 to 1	English Language Learners	2

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: In the summer of 2008, Hyde Leadership Public Charter School constructed a transparent standards-based approach to curriculum, developing curriculum maps, units, lessons, skills calendars and teacher-made assessments that align to the DC Learning Standards. Departments work to ensure vertical articulation, and grade-level teams levels collaborate to ensure horizontal continuity. The curriculum is reviewed and revised by teachers, grade-level chairs and academic deans. The review process begins with notes made on the successes and failures of lessons and units, reflection resulting from teacher planning time, formal and informal observations and peer-to-peer observations. At the end of the school year, notes are compiled and suggestions vetted. During the summer, revisions and updates are incorporated into the curriculum. Curriculum changes are data driven, and require input of all staff members. Updated curriculum maps, lessons and units are available in binders for teacher use. There are numerous resources for implementing the curriculum and meeting the needs of the various students, particularly those in danger of academic failure. Most teachers demonstrate a clear understanding of the curriculum, and believe Hyde Leadership is on the right track when creating an academic program equal to its character education program.

Instruction: Hyde Leadership Public Charter School’s mission is to educate socially responsible leaders through character development, academic rigor and family renewal. Data from the DCBAS is used to drive instruction and information from the Terra Nova is currently being reviewed with a spring administration coming soon which will form the basis for a comparative analysis of student scores. Although the school’s focus for instruction is highlighted by standards-based instruction, differentiated instruction and small group instruction, reviewers did not see clear evidence of differentiated instruction across grade levels. The school’s professional development calendar indicates teachers have been trained in these areas and the leadership team shared that they often serve as mentors for each other. Two years ago the school received a grant through the Department of Education to prove that character education and instruction are intrinsically connected. This year the school has implemented an Intellectual Character program for students to seek truth through in the academic environment. Special education services are provided through an inclusion model with collaborative planning and co-teaching evident in documents reviewed. Lesson plans are submitted weekly for review by the academic deans and pull out services are provided as needed for students who require additional support.

Assessment: The school has a variety of formal and informal, standardized and non-standardized student assessment data that are analyzed to identify students’ strengths and weaknesses and inform groupings. The data coordinator makes assessment data available to teachers within a reasonable timeframe and presents the data in usable formats that are disaggregated by strands and performance level to inform curriculum updates and instructional adjustments. After a number of consecutive absences, teachers call home until parental contact is made. PowerSchool is currently used to house the nonacademic student data. Hyde Leadership plans to acquire Inform, a computer warehousing system that will hold all of the academic data and interface with PowerSchool to allow easy teacher access to all the school’s academic and nonacademic data.

Hyde Leadership Academy PCS – Lower School (ES) (continued)

School Climate: HLPCS has established a school culture and climate that radiates positive and collaborative relationships with parents, students, teachers and administration. The board, administration, teachers, parents and students express a deep commitment to the school's vision of developing leadership and academic success through character development. The school community has embraced the Hyde way of conducting business as they prepare students for life employing five principles—Destiny, Humility, Conscience, Truth and Brother's Keeper and the school's five words—Courage Integrity, Concern, Curiosity and Leadership philosophy. Parents, students and faculty convey that Hyde is a safe institution, and they are very pleased with the operations and the academic direction the school has taken. A variety of recognition systems and collaborative learning configurations are present, and an atmosphere of truth and high expectations for doing your best prevail throughout the school community. One parent captured the sentiments of the representative parent group by making the comment that Hyde makes her feel that she does not have to be a parent all by herself; Hyde shares the responsibility for developing an honest, trustworthy and academically sound child.

Governance: All members of the Board of Trustees (BOT) demonstrate an excellent understanding of the school's mission, vision and design, and that understanding is used to govern the school effectively. In 2008, the BOT created committees that address relevant issues surrounding the school. The search for the current Head of School was an extensive national search that led to finding a school leader with a proven track record for changing troubled schools by improving school culture and increasing academic achievement. The BOT began meeting monthly, receiving updates from the Head of School about the academic progress and progress toward meeting the SIP plan goals. The BOT spoke knowledgeably about the drastic staffing changes that took place at the middle school-level, reflecting a strong understanding about the nature of teacher quality and student academic achievement. Other major changes were implemented for this school year. The board has invested heavily in the school's assessment plan and ensures resources are available for professional development and the celebration of teachers. The teacher pay scale was changed to reflect longevity and student academic progress. Monetarily, the pay scale is on par with the District of Columbia Public Schools. The BOT is currently searching for a new building for the school, and the search appears to be guided by the academic and technological needs of the school.

School Improvement: There are a number of supports in place (co-curricular periods, after school, Saturday school and summer school) which augment the academic program and support students in danger of academic failure. The supports align with standards and the school's curriculum and are data driven. Students, parents and teachers can also opt into the support programs if they wish even when performance data does not indicate they are in danger of academic failure. DC BAS data indicated that the instructional program which includes the extended day program is contributing to the overall academic growth of students. Data are disseminated to teachers by the Data Coordinator and teachers can access data through Think Link. Currently, the middle school has achieved 85% participation rates of the students identified as needing after school support. The High school struggles to reach 75%.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$1,060K surplus and increased its net asset balance to \$5,040K.

BOARD ACTIONS:

None

Hyde Leadership Academy PCS – Lower School (ES) (continued)

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	7.32%	56.10%	36.59%	–	22.50%	35.00%	32.50%	10.00%
4	2009	8.33%	63.89%	25.00%	2.78%	–	41.67%	52.78%	5.56%
5	2009	9.52%	54.76%	30.95%	4.76%	23.81%	47.62%	16.67%	11.90%
6	2009	2.00%	54.00%	44.00%	–	16.00%	52.00%	30.00%	2.00%
7	2009	1.69%	45.76%	47.46%	5.08%	15.25%	50.85%	28.81%	5.08%
8	2009	15.19%	37.97%	43.04%	3.80%	29.11%	43.04%	24.05%	3.80%

Hyde Leadership Academy PCS – Upper School (HS)

101 T Street, NE 20002 | Ward 5 | (202) 529-4400

DESCRIPTION: A K-12 college preparatory school committed to developing socially responsible leaders.

School Data		Student Demographics %	
Grades Served	9–12	African-American	97
Fall 2008 Enrollment	273	Hispanic/Latino	3
Re-Enrollment Rate (%)	77	Caucasian	0
Average Attendance (%)	93	Asian/Pacific Islander	0
Students Suspended (%)	14	Other	0
Students Suspended 5+ days (%)	3	Low Income	65
Truancy (%)	27	Special Education	10
Student/Teacher Ratio	25 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: In the summer of 2008, Hyde Leadership Public Charter School constructed a transparent standards-based approach to curriculum, developing curriculum maps, units, lessons, skills calendars and teacher-made assessments that align to the DC Learning Standards. Departments work to ensure vertical articulation, and grade-level teams levels collaborate to ensure horizontal continuity. The curriculum is reviewed and revised by teachers, grade-level chairs and academic deans. The review process begins with notes made on the successes and failures of lessons and units, reflection resulting from teacher planning time, formal and informal observations and peer-to-peer observations. At the end of the school year, notes are compiled and suggestions vetted. During the summer, revisions and updates are incorporated into the curriculum. Curriculum changes are data driven, and require input of all staff members. Updated curriculum maps, lessons and units are available in binders for teacher use. There are numerous resources for implementing the curriculum and meeting the needs of the various students, particularly those in danger of academic failure. Most teachers demonstrate a clear understanding of the curriculum, and believe Hyde Leadership is on the right track when creating an academic program equal to its character education program.

Instruction: Hyde Leadership Public Charter School’s mission is to educate socially responsible leaders through character development, academic rigor and family renewal. Data from the DCBAS is used to drive instruction and information from the Terra Nova is currently being reviewed with a spring administration coming soon which will form the basis for a comparative analysis of student scores. Although the school’s focus for instruction is highlighted by standards-based instruction, differentiated instruction and small group instruction, reviewers did not see clear evidence of differentiated instruction across grade levels. The school’s professional development calendar indicates teachers have been trained in these areas and the leadership team shared that they often serve as mentors for each other. Two years ago the school received a grant through the Department of Education to prove that character education and instruction are intrinsically connected. This year the school has implemented an Intellectual Character program for students to seek truth through in the academic environment. Special education services are provided through an inclusion model with collaborative planning and co-teaching evident in documents reviewed. Lesson plans are submitted weekly for review by the academic deans and pull out services are provided as needed for students who require additional support.

Assessment: The school has a variety of formal and informal, standardized and non-standardized student assessment data that are analyzed to identify students’ strengths and weaknesses and inform groupings. The data coordinator makes assessment data available to teachers within a reasonable timeframe and presents the data in usable formats that are disaggregated by strands and performance level to inform curriculum updates and instructional adjustments. After a number of consecutive absences, teachers call home until parental contact is made. PowerSchool is currently used to house the nonacademic student data. Hyde Leadership plans to acquire Inform, a computer warehousing system that will hold all of the academic data and interface with PowerSchool to allow easy teacher access to all the school’s academic and nonacademic data.

School Climate: HLPCS has established a school culture and climate that radiates positive and collaborative relationships with parents, students, teachers and administration. The board, administration, teachers, parents and

Hyde Leadership Academy PCS – Upper School (HS) (continued)

students express a deep commitment to the school's vision of developing leadership and academic success through character development. The school community has embraced the Hyde way of conducting business as they prepare students for life employing five principles—Destiny, Humility, Conscience, Truth and Brother's Keeper and the school's five words—Courage Integrity, Concern, Curiosity and Leadership philosophy. Parents, students and faculty convey that Hyde is a safe institution, and they are very pleased with the operations and the academic direction the school has taken. A variety of recognition systems and collaborative learning configurations are present, and an atmosphere of truth and high expectations for doing your best prevail throughout the school community. One parent captured the sentiments of the representative parent group by making the comment that Hyde makes her feel that she does not have to be a parent all by herself; Hyde shares the responsibility for developing an honest, trustworthy and academically sound child.

Governance: All members of the Board of Trustees (BOT) demonstrate an excellent understanding of the school's mission, vision and design, and that understanding is used to govern the school effectively. In 2008, the BOT created committees that address relevant issues surrounding the school. The search for the current Head of School was an extensive national search that led to finding a school leader with a proven track record for changing troubled schools by improving school culture and increasing academic achievement. The BOT began meeting monthly, receiving updates from the Head of School about the academic progress and progress toward meeting the SIP plan goals. The BOT spoke knowledgeably about the drastic staffing changes that took place at the middle school-level, reflecting a strong understanding about the nature of teacher quality and student academic achievement. Other major changes were implemented for this school year. The board has invested heavily in the school's assessment plan and ensures resources are available for professional development and the celebration of teachers. The teacher pay scale was changed to reflect longevity and student academic progress. Monetarily, the pay scale is on par with the District of Columbia Public Schools. The BOT is currently searching for a new building for the school, and the search appears to be guided by the academic and technological needs of the school.

School Improvement: There are a number of supports in place (co-curricular periods, after school, Saturday school and summer school) which augment the academic program and support students in danger of academic failure. The supports align with standards and the school's curriculum and are data driven. Students, parents and teachers can also opt into the support programs if they wish even when performance data does not indicate they are in danger of academic failure. DC BAS data indicated that the instructional program which includes the extended day program is contributing to the overall academic growth of students. Data are disseminated to teachers by the Data Coordinator and teachers can access data through Think Link. Currently, the middle school has achieved 85% participation rates of the students identified as needing after school support. The High school struggles to reach 75%.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$1,060K surplus and increased its net asset balance to \$5,040K.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	1.28%	33.33%	53.85%	11.54%	12.82%	42.31%	44.87%	

Ideal Academy PCS – North Capitol Campus (ES/MS)

6130 North Capitol St., NW 20011 | Ward 4 | (202) 729-6660

DESCRIPTION: An elementary/middle/high school offering an academic and personal growth emphasis.

School Data		Student Demographics %	
Grades Served	PS-8	African-American	94
Fall 2008 Enrollment	271	Hispanic/Latino	6
Re-Enrollment Rate (%)	76	Caucasian	0
Average Attendance (%)	94	Asian/Pacific Islander	1
Students Suspended (%)	4	Other	0
Students Suspended 5+ days (%)	0	Low Income	79
Truancy (%)	20	Special Education	6
Student/Teacher Ratio	15 to 1	English Language Learners	3

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Ideal has downloaded from the District of Columbia Public Schools, Office of Academic Services: Division of Standards and Curriculum <http://www.k12.dc.us/dcps/standards> curriculum for grades PreK-12 and textbook publisher supplemental resources, which augment the instructional program. In that the documents are voluminous in size, each teacher has received the materials on a CD ROM. The school uses curriculum tools for teachers, downloaded from the Office of Academic Services site and content knowledge from core text books that identify standards within instructional units. Ideal Academy also uses a publisher created scope and sequence that is aligned to the DCPS standards across subject areas, identifies power standards and connects standards together into units of instruction. The Professional Library supports the teachers and students with materials. The school uses Houghton Mifflin and the Everyday Math series in the elementary classes and Elements of Literature and Connected Math in the middle school classes. However, Ideal Academy needs an onsite Curriculum Specialist to facilitate the understanding and use of a complete, comprehensive and well integrated curriculum based upon the DC Learning Standards documents.

Instruction: The Review team observed implementation of effective instructional strategies such as flexible grouping, small group instruction, independent practice, use of manipulatives and center opportunities, which were observed primarily at the elementary (K-5) level. Instructional coordinators support elementary and middle school teachers. The teachers at IDEAL Academy receive ten professional development days, ongoing training from an outside consultant, and 2 -3 day retreats. This year, IDEAL had the goal of having 50% of their teachers designated highly qualified by state standards. That goal was achieved and teachers without highly qualified status have a plan in place to complete the requirements. If not completed they will be dismissed at the end of the school year. The school has put strategies in place to support students who are at risk by establishing a Student Support Team, resource rooms, after-school tutorial program, and extra time before and after school. The school has a Special Education Coordinator and teachers who service special needs students in grades pre-k -11th. IDEAL has made strides forward in providing services for the ELL students. There has been professional development for all teachers on working with ELL students and extra resource time for the ELL students.

Assessment: The school has developed a school-wide assessment plan that includes a more than adequate range of assessments and monitoring tools that measure student academic progress and are aligned with the school’s instructional program and standards. Among the most proactive monitoring tools are the Scantron Performance and Scantron Achievement Assessments, which collect data, analyze data, and generate resources for individualized and differentiated instruction based on the data. An aggressive professional development calendar provides training and follow-up opportunities to help teachers use data to make informed, instructional decisions. Teachers expressed a positive feeling of support when working with data from such school leaders as the Data Analysis Coordinator (new position), Instructional Coordinators, and in-house mentors. Contrary to the improvement seen in school-wide assessments are the on-going, informal classroom assessments, which fall short of providing increased instructional opportunities.

Ideal Academy PCS – North Capitol Campus (ES/MS) (continued)

School Climate: The school has established a safe and orderly environment, reported by both students and parents. The students reported that they are challenged by their teachers and stated that all have high expectations for them. This year, after school activities have been started and run by the staff and include activities like a book club, Shakespeare plays and chess. In honor of the inauguration, the school held inaugural balls for all grade levels; it was reported as great by students and parents. Students are recognized for their achievements in various ways including pizza parties, certificates, and small prizes.

Governance and Management: The Board must continue to develop and strengthen itself in order to properly and thoroughly oversee school operations and its leaders. For example, it should increase its numbers to augment its expertise, influence and productivity in the areas of academics and fundraising. With members who possess expertise in these areas, the Board can organize itself into the appropriate standing subcommittees that can formulate a strategic plan that addresses student achievement from all aspects. With this accomplished the Board can then ensure that the school is moving toward its performance goals, raising the appropriate capital, evaluating the principal using a formal instrument and implementing formal processes to effectively communicate with its constituents. Pivotal to the Board leveraging its expertise is the continuation of formal/written reports provided by the Principal and the leadership team to the Board on the school's performance and, thereby, keeping the Board well-informed of the role, value and results of assessments and other indicators of achievement. Then and only then, with all the necessary information before them, can the Board respond best, marshaling all of its resources for the school, so that it can fulfill its mission. The establishment of a policy manual should also be a Board priority.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$564K deficit reducing its net asset balance to \$1,100K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio and impending debt payments in (2009–2011).

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	11.54%	34.62%	46.15%	7.69%	26.92%	42.31%	30.77%	–
4	2009	7.69%	44.23%	40.38%	7.69%	15.38%	28.85%	48.08%	7.69%
5	2009	9.30%	46.51%	39.53%	4.65%	4.65%	41.86%	34.88%	18.60%
6	2009	4.17%	58.33%	37.50%	–	8.33%	47.92%	39.58%	4.17%
7	2009	–	68.75%	31.25%	–	18.75%	45.83%	35.42%	–
8	2009	5.88%	44.12%	41.18%	8.82%	29.41%	26.47%	38.24%	5.88%

Ideal Academy PCS – Peabody Campus (HS)

100 Peabody Street, NW 2nd Floor 20011 | Ward 4 | (202) 723-6798

DESCRIPTION: An elementary/middle/high school offering an academic and personal growth emphasis.

School Data		Student Demographics %	
Grades Served	9–12	African-American	100
Fall 2008 Enrollment	97	Hispanic/Latino	0
Re-Enrollment Rate (%)	58	Caucasian	0
Average Attendance (%)	87	Asian/Pacific Islander	0
Students Suspended (%)	26	Other	0
Students Suspended 5+ days (%)	8	Low Income	78
Truancy (%)	54	Special Education	13
Student/Teacher Ratio	15 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Ideal Academy is utilizing the District of Columbia Public School (DCPS) standards for each content area along with identified textbook series to drive instruction. A well developed curriculum that includes course alignment and pacing guides is still not in place. There is still no evidence of an alignment between the textbooks, DC standards, lesson planning, and instructional delivery to ensure that student achievement is optimal across content areas and grades. Documentation review, classroom observations and focus groups revealed no formal procedures, policies, system of implementation or monitoring tools in place to ensure that a fully, well developed curriculum has been implemented with fidelity or is being implemented with all due speed.

Instruction: The absence of a viable curriculum adversely affects the delivery of the instructional program. Additionally, it is imperative that the instructional program be augmented by effective Professional Development. Optimally this component will provide teachers an opportunity to develop effective classroom techniques designed to result not only in improved academic performance but also in behaviors and attitudes that effectively reflect the full mission of the IDEAL PCS mission and vision for students. In keeping with this goal, it is critical that professional development support and guide new teachers’ induction through a formal institutionalized process.

Assessment: The school employs an outside consultant who compiles and disaggregates the data by strands and performance levels to inform instruction. Data from Scranton Performance are presented online in a user-friendly format. Although data are made available to the leadership team, there is no systemized initiative on the part of the leadership at the high school level to guide teachers in the use of data to review instructional effectiveness, modify curriculum and better improve student academic achievement. There was no evidence that the school has a plan and strategies in place to effect this process for all teachers to identify and modify instruction for special education students and English language learners, as well.

School Climate: Ideal has made gains in the area of school climate since the Self-Study Review in 2008. The building is brighter and more welcoming. Parents, students, and staff believe that the school is a safe and secure environment and that there is a culture of care and concern. Parents and students expressed a desire for more books and technology resources in the school and more options for learners to select extracurricular activities during and after school hours.

Governance and Management: (This segment represents a joint effort between the two PDR teams, i.e., the elementary/middle team and the high school team) The Board must develop and strengthen itself in order to properly and thoroughly oversee the school and its leaders; e.g., it should increase its numbers to augment its expertise, influence and productivity. With more members, the Board can organize itself into the appropriate standing subcommittees, required in its charter. Then the Board can ensure that the school is moving toward its performance goals, raising the appropriate capital, evaluating the principal using a formal instrument and implementing formal processes to effectively communicate

Ideal Academy PCS – Peabody Campus (HS) (continued)

with its constituents. Pivotal to the Board leveraging its expertise is the continuation of formal/written reports provided by the Principal and the leadership team to the Board on the school's performance and, thereby, keep the Board well informed on the role, value and results of assessments and other indicators of achievement. Then and only then, with all the necessary information before them, can the Board respond best, marshalling all of its resources for the school so that the school can fulfill its mission. The establishment of a policy manual should also be a Board priority.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$564K deficit reducing its net asset balance to \$1,100K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio and impending debt payments in (2009–2011).

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009		61.29%	38.71%	–	16.13%	58.06%	25.81%	–

William E. Doar, Jr. PCS - Elementary Campus

3700 North Capitol St, NW 20011 | Ward 5 | (202) 882-1930

DESCRIPTION: An elementary school offering college-preparatory academic and artistic learning environments.

School Data		Student Demographics %	
Grades Served	PK–8	African-American	98
Fall 2008 Enrollment	394	Hispanic/Latino	1
Re-Enrollment Rate (%)	61	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	22	Other	0
Students Suspended 5+ days (%)	5	Low Income	32
Truancy (%)	27	Special Education	6
Student/Teacher Ratio	16 to 1	English Language Learners	1

PROGRAM DEVELOPMENT REVIEW:

Curriculum: William E. Doar Jr. Public Charter School for the Performing Arts’ teachers and administrators understand and use the curriculum documents that have been identified for the America’s Choice (AC) Design and the various components for literacy and numeracy. The K-6 program in the Lower School shows a consistent implementation of the AC Design. Clear use of components of reading/writing workshop design as well as the math workshop design was evident across the lower school classrooms. Articulated lesson plans were posted throughout the school and a newly adopted Pre-Kindergarten program is in its first year of implementation. Visual and performing arts are part of the curricular vision for the site and the school is providing resource personnel, inclusive of a visual/performing arts coach, to help with the implementation of arts integration. Visual and performing arts curricular implementation and integration of the arts into academic content areas were evident consistently in the lower school and sometimes evident in the upper school.

The site needs to complete the curriculum frameworks that will link their standard alignment document with their instructional design, materials, and assessments for all content areas, particularly in the areas of science and social studies for both the upper and lower schools. In addition, the workshop model, by design, does not provide the explicit integration of assessed state standards, indicators, and objectives as there is an expectation that each state/school using this model will be enriched and add the specific curricular components needed; the targeted skill lessons will need to be added to the curriculum frameworks for NCLB state tested areas.

Instruction: The faculty structured at WEDJ seems to be designed to maximize the instructional needs of students. Each core subject area is assigned a coach to assist teachers in the optimal implementation of America’s Choice. Classroom observations, interviews and document reviews reveals that the lower school (Pre-K-5) is adequately meeting the instructional needs of these students through the deliberate implementation America’s Choice as prescribed. Students in the lower school would significantly benefit from increase rigor as well as the exploration and construction of meaning through the use of open-ended questioning. It is clear that a positive school climate in which students feels safe and cared positively impacts students’ desire and ability to learn.

In contrast, the instruction in the upper school (grades 6–11), although also based on America’s Choice, does not show evidence or implementation of the rituals and routines that are so key to the success of its implementation. Additionally, the lack of textbooks and instructional rigor observed in core high school classes is of significant and urgent concern because these students will be graduating from high school soon and subsequently will need to meet the District’s credit requirements. Post-secondary planning and college preparation also need to be addressed.

The school ensures that students with disabilities are served according to IEP objectives in classroom instruction and in pullout instruction. The school allocates resources to address the needs of students with disabilities. Students with IEPs are immersed in the arts programming, just as their classmates. In the daily lesson plans, more evidence is needed in usage of the differentiation strategies, techniques and materials targeted for Special Needs students which could be used in instruction and independent study.

William E. Doar, Jr. PCS - Elementary Campus (continued)

Assessment: Students are given DRA reading assessments three times during the school year and data is used to group for reading instruction. Rubrics are used to assess written work and are posted with student samples in the hallways and in the classrooms. Mathematics unit tests and summative assessments have been identified. Documentation and interview data indicate that there is not a comprehensive use of data for all content areas inclusive of internal and evaluation tools.

School Climate: The school is a community of learners, guided by a visionary Board and Administration. The warm, welcoming and positive atmosphere of the school environment, classroom rituals and routines, and the student code of conduct embody “respect, responsibility and readiness” for learning. Through observations and interviews, it was evidenced that “high expectations” is the norm; all stakeholders are dedicated and committed to the fulfillment of the school’s mission and student achievement; the community at large is regarded as an extension of the classroom—affording students opportunities for service to others, as well as venues for exhibitions/performances; and systems are in place to reward student success and staff accomplishments. Although parents and students interviewed indicated a desire for expanded extracurricular activities and more challenging courses at the Upper School level, they expressed overall satisfaction with the school and the safety of the learning environment.

Governance and Management: The Board and School Leadership work collaboratively and are enthusiastically committed to the school’s design and mission. Document review and interview data revealed the following: The Board, guided by a committee structure, is actively involved in every aspect of the school, and is instrumental in securing both financial and human resources to support the school’s academic, artistic and organizational success. To ensure student achievement, school progress and oversight accountability, the Board, in collaboration with the School Leadership, has recently restructured the organization of the administration to include an Accountability Director, principals for both Lower and Upper schools, an Arts Partnership Director, and coaches in all content areas. The America’s Choice Model—whole school reform design—serves as the foundation for the overall administration and implementation of the school program.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$727K deficit decreasing its cumulative net asset deficit to \$1,200K. The school remains a “Going Concern” risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- November 17, 2008 - Approved William E. Doar, Jr. PCS of the Performing Arts’ technology plan for the NW and NE campuses

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	15.22%	43.48%	41.30%	–	17.39%	47.83%	32.61%	2.17%
4	2009	24.00%	48.00%	16.00%	12.00%	28.00%	56.00%	16.00%	–
5	2009	9.09%	54.55%	36.36%	–	22.73%	54.55%	22.73%	–
6	2009	2.78%	61.11%	33.33%	2.78%	13.89%	50.00%	33.33%	2.78%
7	2009	5.56%	69.44%	25.00%	–	16.67%	58.33%	25.00%	–
8	2009	1.89%	45.28%	47.17%	5.66%	16.98%	39.62%	43.40%	–

William E. Doar, Jr. PCS - Secondary Campus

705 Edgewood Street, NE 20017 | Ward 5 | (202) 269-4646

DESCRIPTION: An elementary/middle/high school offering college-preparatory academic and artistic learning environments.

School Data		Student Demographics %	
Grades Served	9–11	African-American	99
Fall 2008 Enrollment	95	Hispanic/Latino	1
Re-Enrollment Rate (%)	34	Caucasian	0
Average Attendance (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	38	Other	0
Students Suspended 5+ days (%)	9	Low Income	27
Truancy (%)	17	Special Education	14
Student/Teacher Ratio	16 to 1	English Language Learners	2

SELF STUDY REVIEW REPORT:

Curriculum and Standards: William E. DOAR, Jr. Public Charter School for the Performing Arts is dedicated to providing an instructional program that integrates academics with visual and performing arts. The leadership staff is committed to the development of a curriculum that incorporates the Visual and Performing Arts (Conservatory) standards with a DC CAS standards-based curriculum using the America’s Choice School Design which utilizes the National Center of Education and the Economy’s (NCEE) New Standards Performance Standards. A master schedule supports collaboration between academic teachers, coaches and conservatory teachers for the purpose of integrating processes and skills among various subjects into cohesive units of study related by academic or artistic focused themes. Students display their learning in regularly-scheduled culminating events and performances.

The Pre-K3 and Pre-K4 instructional program has adopted the Curiosity Corner Curriculum. Although Curiosity Corner curriculum implementation guides are available, the review team did not witness children being given opportunities to choose from and engage in variety of developmentally appropriate activities that are problem-based, open-ended, and well balanced child-initiated and teacher-directed.

The K-5 curriculum framework is skeletal. ACSD/NCEE Performance Standards provide a solid ELA K-3 curriculum with instructional best practices, implementation guidelines and tools, and a structure to guide ongoing lesson planning in K-5. However, there is a need for a Curriculum/Planning Team to develop an integrated curriculum framework that spans all content and grade levels with an arts integration focus per the Scene Templates. The school is working on creating a framework for the Social Studies and Science (Explorers) curricula modeled after the America’s Choice First 30 Days Reader’s Writer’s Workshop instructional design. The development of a curriculum framework is a challenging undertaking, yet considering that most of the children at this campus were in a school that closed, there is a sense of urgency to complete the development of a clearly defined curriculum to be utilized as a living document with an embedded yearly process for monitoring and revising.

Instruction: The leadership team articulated the need for differentiation in the classroom; however there view team observed very little variety in teaching methods. Furthermore, there was no evidence of differentiation in the lesson plans reviewed and very few examples of small group or individualized instruction in the classes observed. The master schedule allows teachers to receive regular planning time daily.

Assessment: Teachers meet with coaches on a biweekly basis for support with teaching strategies, implementing America’s choice, data analysis and professional development. The materials reviewed provided evidence of implementation of America’s Choice with the Diagnostic and Assessment Tool (Stage Two). Additionally, agendas from the ‘Gallery’ meetings indicate the staff meets monthly to discuss the progress the school has made in meeting their

William E. Doar, Jr. PCS - Secondary Campus (continued)

accountability goals and for professional development. Overall, the executive board, leadership, and faculty express an understanding of the significance of ongoing student assessments in order to inform instruction. The school utilizes a variety of assessments, including the DRA, to determine students' level of performance.

Observations, interviews and a review of documents, revealed a lack of diversity in approaches and techniques to informally assess students. Moreover, concrete examples of formative assessment tools in the way of rubrics, portfolios and student self assessments lack components that impact student learning. The school is in the process of making data more readily available to the faculty through the purchase and installation of a server based database that will be easily accessible to all faculty members (Black Baud).

School Climate: The climate at WEDJ PCS begins with a vision established by the leadership and is supported by the programs chosen to organize the school. Through the artistic and academic integration philosophy, the goal is for students to pursue learning through various formats. The school maintains an open-door policy for families/parents, and also integrates parent participation into the school culture by requiring parents to volunteer at the school. Families and students report satisfaction with the school, and parents report feeling comfortable with the principal and teachers. The school employs a Dean of Students, whose role is to manage discipline, order and safety. Members of the school staff welcome students and parents at the campus entrance and front doors of the school. Parents and students reported feeling that the extracurricular activities including performances, and highlights for the school. Monthly school newsletters produced by classroom teachers and the principal provide information on the school's instructional program, scheduled performances, and special dates.

Governance and Management: The board has a committee structure that meets regularly to discuss data, school needs, and progress towards meeting the school's accountability goals. The Board of Trustees decisions support the development of the program. Membership includes school administrators, parent representatives and community members. At this time, the parent representative position for the northwest facility is vacant. Board members attend key activities such as performances, back to school night and end of year activities. The board is currently transitioning within its newest northwest site to accommodate the addition of a 6th grade class for the next school year. Additionally, the board is in search of a more permanent campus.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$727K deficit decreasing its cumulative net asset deficit to \$1,200K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- November 17, 2008 - Approved William E. Doar, Jr. PCS of the Performing Arts' technology plan for the NW and NE campuses

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	4.17%	62.50%	33.33%	–	33.33%	50.00%	16.67%	–

William E. Doar, Jr. PCS - Soldiers Home Campus

3700 North Capitol St., NW Sherman Building, 2nd Floor #1313 20011 | Ward 5 | (202) 882-1932

DESCRIPTION: An elementary school offering a learning environment in both academic and performing arts.

School Data		Student Demographics %	
Grades Served	PS-5	African-American	92
Fall 2008 Enrollment	139	Hispanic/Latino	8
Re-Enrollment Rate (%)	N/A	Caucasian	0
Average Attendance (%)	93	Asian/Pacific Islander	0
Students Suspended (%)	7	Other	0
Students Suspended 5+ days (%)	1	Low Income	68
Truancy (%)	12	Special Education	3
Student/Teacher Ratio	16 to 1	English Language Learners	3

SELF STUDY REVIEW REPORT:

Curriculum and Standards: William E. DOAR, Jr. Public Charter School for the Performing Arts is dedicated to providing an instructional program that integrates academics with visual and performing arts. The leadership staff is committed to the development of a curriculum that incorporates the Visual and Performing Arts (Conservatory) standards with a DC CAS standards-based curriculum using the America’s Choice School Design which utilizes the National Center of Education and the Economy’s (NCEE) New Standards Performance Standards. A master schedule supports collaboration between academic teachers, coaches and conservatory teachers for the purpose of integrating processes and skills among various subjects into cohesive units of study related by academic or artistic focused themes. Students display their learning in regularly-scheduled culminating events and performances.

The Pre-K3 and Pre-K4 instructional program has adopted the Curiosity Corner Curriculum. Although Curiosity Corner curriculum implementation guides are available, the review team did not witness children being given opportunities to choose from and engage in variety of developmentally appropriate activities that are problem-based, open-ended, and well balanced child-initiated and teacher-directed.

The K-5 curriculum framework is skeletal. ACSD/NCEE Performance Standards provide a solid ELA K-3 curriculum with instructional best practices, implementation guidelines and tools, and a structure to guide ongoing lesson planning in K-5. However, there is a need for a Curriculum/Planning Team to develop an integrated curriculum framework that spans all content and grade levels with an arts integration focus per the Scene Templates. The school is working on creating a framework for the Social Studies and Science (Explorers) curricula modeled after the America’s Choice First 30 Days Reader’s Writer’s Workshop instructional design. The development of a curriculum framework is a challenging undertaking, yet considering that most of the children at this campus were in a school that closed, there is a sense of urgency to complete the development of a clearly defined curriculum to be utilized as a living document with an embedded yearly process for monitoring and revising.

Instruction: The leadership team articulated the need for differentiation in the classroom; however there view team observed very little variety in teaching methods. Furthermore, there was no evidence of differentiation in the lesson plans reviewed and very few examples of small group or individualized instruction in the classes observed. The master schedule allows teachers to receive regular planning time daily.

Assessment: Teachers meet with coaches on a biweekly basis for support with teaching strategies, implementing America’s choice, data analysis and professional development. The materials reviewed provided evidence of implementation of America’s Choice with the Diagnostic and Assessment Tool (Stage Two). Additionally, agendas from the ‘Gallery’ meetings indicate the staff meets monthly to discuss the progress the school has made in meeting their accountability goals and for professional development. Overall, the executive board, leadership, and faculty express an

William E. Doar, Jr. PCS - Soldiers Home Campus (continued)

understanding of the significance of ongoing student assessments in order to inform instruction. The school utilizes a variety of assessments, including the DRA, to determine students' level of performance.

Observations, interviews and a review of documents, revealed a lack of diversity in approaches and techniques to informally assess students. Moreover, concrete examples of formative assessment tools in the way of rubrics, portfolios and student self assessments lack components that impact student learning. The school is in the process of making data more readily available to the faculty through the purchase and installation of a server based database that will be easily accessible to all faculty members (Black Baud).

School Climate: The climate at WEDJ PCS begins with a vision established by the leadership and is supported by the programs chosen to organize the school. Through the artistic and academic integration philosophy, the goal is for students to pursue learning through various formats. The school maintains an open-door policy for families/parents, and also integrates parent participation into the school culture by requiring parents to volunteer at the school. Families and students report satisfaction with the school, and parents report feeling comfortable with the principal and teachers. The school employs a Dean of Students, whose role is to manage discipline, order and safety. Members of the school staff welcome students and parents at the campus entrance and front doors of the school. Parents and students reported feeling that the extracurricular activities including performances, and highlights for the school. Monthly school newsletters produced by classroom teachers and the principal provide information on the school's instructional program, scheduled performances, and special dates.

Governance and Management: The board has a committee structure that meets regularly to discuss data, school needs, and progress towards meeting the school's accountability goals. The Board of Trustees decisions support the development of the program. Membership includes school administrators, parent representatives and community members. At this time, the parent representative position for the northwest facility is vacant. Board members attend key activities such as performances, back to school night and end of year activities. The board is currently transitioning within its newest northwest site to accommodate the addition of a 6th grade class for the next school year. Additionally, the board is in search of a more permanent campus.

FINANCIAL MANAGEMENT REVIEW:

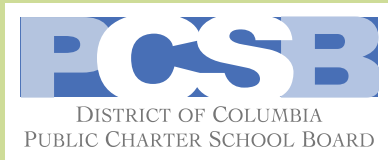
- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$727K deficit decreasing its cumulative net asset deficit to \$1,200K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

None

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	10.00%	55.00%	35.00%		55.00%	40.00%	5.00%	
4	2009	21.05%	36.84%	42.11%		47.37%	36.84%	15.79%	
5	2009		66.67%	33.33%		33.33%	46.67%	20.00%	



District of Columbia Public Charter School Board

2009 School Performance Reports

Middle/High Schools

SECONDARY SCHOOLS

Academia Bilingue de la Comunidad (ABC) PCS (school closed in August 2009)

209 Upshur Street, NW 20011 | Ward 4 | (202) 822-6301

DESCRIPTION: A bilingual and Spanish immersion middle school.

School Data		Student Demographics %	
Grades Served	6–8	African-American	55
Fall 2008 Enrollment	71	Hispanic/Latino	45
Re-Enrollment Rate (%)	73	Caucasian	0
Average Attendance (%)	86	Asian/Pacific Islander	0
Students Suspended (%)	52	Other	0
Students Suspended 5+ days (%)	19	Low Income	85
Truancy (%)	14	Special Education	30
Student/Teacher Ratio	Data n/a	English Language Learners	42

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: ABC had a clearly defined curriculum for the content areas of English Language Arts, Social Studies, Science and Math. These content areas were aligned with DC standards and teachers were implementing them well based on organized milestones and expectations. There was no evidence of a Spanish Curriculum for Social Studies nor a framework for the 50/50 Dual Language Model.

Instruction: The PDR team noted inconsistencies between the school’s dual language model and actual implementation. Professional development opportunities were found to parallel areas of need identified within the School Improvement Plan and previous PDRs. The instructional program appeared to be adversely impacted by low staff morale as a result of recent staff reductions and changes in the financial stability of the school.

Assessment: ABC used an array of standardized and internal assessments and administered NAEP exams for 8th graders. There was no measure to track progress in the non-academic goals of student growth, such as “demonstrating persistence” in achieving common goals, participating in community service, or practicing respect. Special Education students’ scores were still significantly below those of the general education population.

School Climate: There was a high degree of parent satisfaction with the school. The principal’s open- door policy for parent involvement and participation, the establishment of a formal HSA or Alliance and the caring and responsive attitudes displayed by teachers, principal and staff were cited as examples of areas of satisfaction. While students generally expressed satisfaction with the new fitness program, they were less satisfied with school safety. Conversely, parents identified school safety as one of the positive reasons for enrollment. The school building was clean and spacious, classrooms were bright and displayed current student work, and students filled the building from 7:30 a.m. breakfast until 4:00 p.m. dismissal. Student behavior in classroom and halls did not consistently display the school’s expressed virtues of respect for themselves and others.

Governance and Management: The BOT members, administrative leadership, and Executive Director clearly understood the school’s design, aspirations, accomplishments, and challenges. Several Board members had recently left but had not been replaced; two parent members had yet to attend any Board meetings. Given the financial crisis, the BOT and Administration made difficult decisions in reducing staff and all expenses. In spite of the situation, however, many operational and instructional recommendations from last year and this summer still needed to be prioritized and addressed in order to achieve success. The school had not demonstrated stable leadership.

School Improvement Plan: ABC developed a school improvement plan that focused on seven major initiatives that were designed to address both student and staff needs. Although the school made an effort to begin the implementation of the above-mentioned strategies, they were unable to execute their planned activities due to financial constraints and reduction in staff.

Academia Bilingue de la Comunidad (ABC) PCS (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$135K deficit increasing its cumulative net asset deficit to \$209K. The school remains a “Going Concern” risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

The PCSB accepted ABC’s request to relinquish its charter after SY2009.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	25.00	41.67	33.33	0.00	25.00	50.00	25.00	0.00
7	2009	25.00	50.00	25.00	0.00	37.50	31.25	31.25	0.00
8	2009	18.92	48.65	32.43	0.00	37.84	37.84	24.32	0.00

SECONDARY SCHOOLS

Barbara Jordan PCS (school closed in June 2009)

100 Peabody Street, NW 3rd Floor 20011 | Ward 4 | (202) 545-0922

DESCRIPTION: A college-preparatory middle school.

School Data		Student Demographics %	
Grades Served	4–8	African-American	93
Fall 2008 Enrollment	59	Hispanic/Latino	7
Re-Enrollment Rate (%)	80	Caucasian	0
Average Attendance (%)	86	Asian/Pacific Islander	0
Students Suspended (%)	5	Other	0
Students Suspended 5+ days (%)	2	Low Income	92
Truancy (%)	42	Special Education	31
Student/Teacher Ratio	Data n/a	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: In order to align with the mission and infuse critical thinking and rigor into the instructional program, the school attempted to move from the text-driven program of instruction aligned to standards to a theme-centered, standards-based curriculum. This process was still in the initial development stages. The school made efforts to use the spiraling concept to revisit and re-teach those skills where students struggle while still going forward with the scope and sequence of skills. The school faced challenges in implementing the curriculum with fidelity because professional development, data collection, common planning, and instructional monitoring and support did not occur. Materials were very basic and limited to textbooks, workbooks, and reproducible sheets. The school did not have processes and procedures in place to review and make adjustments to the curriculum, nor did they have the capacity to develop such a system.

Instruction: There were many factors that hindered the effectiveness of the instructional program at Barbara Jordan Public Charter School. Instruction lacked effective teaching and learning strategies and there was a general inability to consistently engage students in the learning process. Aside from the Elective/BLAST program, the school had not implemented any programs to assist struggling students. Due to the limited resources, teachers were not able to plan vertically or horizontally. The ideal instructional program was impeded by the lack of professional development opportunities for teachers. The services to the students involved assisting students in the classroom setting and pull out for those students requiring more hours to meet IEP goals. There was no collaborative planning or formal co-teaching structure to support the inclusion model.

Assessment: The school did not have sufficient systems in place to collect, record and analyze student academic data. Although DC CAS data and diagnostic assessment data were available, there was limited evidence that teachers used summative and diagnostic assessment data to either make instructional decisions or improve the quality of instruction. Teachers did not receive support or professional development to use data to make classroom level decisions. Teachers created their own assessments that determined student mastery of standards but there was no protocol for determining if the assessments were aligned to the curriculum or the DC standards.

Climate: Students reported satisfaction with some teachers. However, there was an overall dissatisfaction with the school's program this year among students. Their concerns included inconsistent and inequitable distribution of discipline, unsafe feelings from verbal and physical attack from other students, dissatisfaction with the extended class periods, and no opportunities for participating in electives. School resources and diminished staffing impacted implementation of incentives and rewards provided to students. Although Back to School Night was well attended, parent involvement remains a concern. Parents were represented on the Board, but were not involved in the development of the school improvement plan.

Barbara Jordan PCS (continued)

Governance: The BOT of BJCPS is comprised of nine board members, including two (2) parent representatives. The school's fiscal challenges impacted the overall school performance. The Board did not provide adequate leadership to develop a focused program with clearly defined organizational goals to achieve the school's mission and provide viability for the school. The staff of the school assumed additional roles and experienced salary reductions without a formal communication of these program adjustments made by the Board. The Board did not ensure a "holistic" comprehensive middle school program and their approach to school improvement lacked a sense of urgency, considering the schools restructuring status and financial status.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$210K deficit increasing its cumulative net asset deficit to \$125K. The school remains a "Going Concern" risk as the risk of medium-term insolvency remains high.

BOARD ACTIONS:

- May 18, 2009 - Approved Barbara Jordan PCS's request to relinquish its charter.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	2009	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
5	2009	66.67	0.00	33.33	0.00	66.67	33.33	0.00	0.00
6	2009	11.11	44.44	44.44	0.00	22.22	77.78	0.00	0.00
7	2009	19.05	42.86	38.10	0.00	23.81	42.86	33.33	0.00
8	2009	9.52	61.90	28.57	0.00	15.00	65.00	20.00	0.00

SECONDARY SCHOOLS

Booker T. Washington PCS

1346 Florida Avenue, NW 20009 | Ward 1 | (202) 232-6090

DESCRIPTION: A high school/adult education program with an emphasis on the construction and building trades..

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	98	African-American	97
Fall 2008 Enrollment	236	# of June 2009 Graduates	55	Hispanic/Latino	3
Re-Enrollment Rate (%)	80	# of Students Taking College Entrance Exams	50	Caucasian	0
Average Attendance (%)	87	College Acceptance Rate	69	Asian/Pacific Islander	0
Students Suspended (%)	6	% of Graduates Receiving Scholarships	84	Other	0
Students Suspended 5+ days (%)	0	Total Scholarship Dollars	\$153,450	Low Income	55
Truancy (%)	46			Special Education	16
Student/Teacher Ratio	15 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Booker T. Washington Public Charter School has adopted the DC Public School’s curriculum and pacing guides. These documents align to the DC Learning Standards. The school’s curriculum documents are most complete in the core content areas with more work needed in the specials and trades. The trade classes are aligned with industry standards. Curriculum documents have recently been purchased for the trade courses. The lesson plan format used across all classrooms reflects a deliberate attempt to implement the curriculum with fidelity. While there are no clear and ongoing procedures in place to update the curriculum, the school will conduct curriculum alignment meetings in March for math and April for English.

Instruction: The lesson plans reviewed include the core components of a good lesson plan format and align with the school’s adopted whiteboard configuration. Time is made available for common planning and professional development every other month. Although time is made available, the focus of the professional development is the DC CAS and not instruction and curriculum. As a result, no instructional philosophy has been developed that can be clearly articulated by leadership or teachers. Instructional delivery is monitored through “Pop-ins”.

Assessment: The school has a variety of student assessment data that are analyzed in order to identify students’ strengths, group or regroup students and modify instruction. Data from assessments are made available to the leadership team and teachers within a reasonable timeframe and are presented in usable formats, disaggregated by strands and performance level to inform instruction. However, there is also no evidence that the school utilizes data to drive instruction and to monitor progress of academic achievement beyond the DC CAS.

School Climate: Parents are satisfied with the school’s program, mentioning specifically the trade classes. Parents are also satisfied with the communication between the school and the home. They identified the automated phone dialing system as a strength. However, email inquiries are not always quickly returned. The climate at Booker T. Washington is generally pleasant, safe and supportive. However, students, teachers and parents mention the unevenness in administering the discipline policy.

Students believe that the courses are not as rigorous as they could be, and like the parents interviewed, students believe there is too strong an emphasis on the DC CAS.

Governance: The Board of Trustees has participated in trainings sessions held by the Charter Board. The Board now meets monthly and has functional executive and financial committees. There is, however, a need to explore committees that will help the school meet its curricular, instructional and nonacademic goals. Currently the Board of Trustees evaluates the Executive Director and the Principal, but there is some debate around the tool used for evaluation.

Booker T. Washington PCS (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$142K surplus increasing its cumulative net asset balance to \$156K.

BOARD ACTIONS:

- July 20, 2009 - Approved Booker T. Washington PCS's technology plan.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	9.26	51.85	38.89	0.00	22.22	55.56	20.37	1.85

Cesar Chavez Public Charter High School - Bruce Prep Campus

770 Kenyon Street, NW 20010 | Ward 1 | (202) 723-3975

DESCRIPTION: Drawing on the vast policy resources in the nation’s capital, Chávez schools challenge students with a rigorous college preparatory curriculum that fosters citizenship and prepares them to excel in college and in life.

School Data		Student Demographics %	
Grades Served	6–8	African-American	43
Fall 2008 Enrollment	151	Hispanic/Latino	56
Re-Enrollment Rate (%)	76	Caucasian	0
Average Attendance (%)	92	Asian/Pacific Islander	1
Students Suspended (%)	40	Other	0
Students Suspended 5+ days (%)	17	Low Income	88
Truancy (%)	10	Special Education	12
Student/Teacher Ratio	12 to 1	English Language Learners	26

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Teachers at Chavez Bruce developed a curriculum scope and sequence for each subject and grade-level, which were aligned to DC Standards. Document review indicates that the curriculum is incomplete. Teachers and school leaders acknowledge that the process is ongoing and curriculum is still being revised and modified as teachers implement it. There is currently no system in place to ensure that curriculum revisions are systemic and codified. Additionally, teachers use multiple lesson plan templates for planning purposes and there are some inconsistencies in strategies included on each. The school has established a reading culture and each classroom contains a reading library for student use. The SIR program contributes to this culture and parents and students interviewed report an increased passion for reading.

Instruction: The review team observed 100% implementation of the “I do, we do, you do” instructional model where teachers chunk the lesson into guided and independent practice. Teachers consistently implement routines and procedures to maximize learning time. Teachers have significant planning time each day and spend between ten and thirteen class periods a week in collaborative meetings or individual planning. Ninety minutes of professional development time are allocated each week, too, during Friday afternoons. Most teachers, as evidenced by classroom observations, implement teacher-directed, whole-class instruction with few opportunities for differentiation, collaborative learning, or inclusion of manipulatives. Furthermore, teachers’ pacing varies by ability group and the scope and sequence is implemented inconsistently at times.

Assessment: Teachers at Chavez Bruce Prep developed final exams for each subject and grade level that drive the development of interim assessments that are implemented quarterly. The school implemented Daily Drills or short quizzes to assess student progress in each subject area one time per week. All assessment data are reviewed during Friday professional development and the school is in the nascent stages of using data to drive instruction. Teachers report additional informal assessments like projects and tests that are used to formatively assess student learning in between interim cycles. These assessments, like the interim measures, are still being refined for more reliability. Additionally, teachers are developing a repertoire to check for understanding throughout lessons and are moving from whole-class question and answer approaches to more nuanced, individualized assessments.

Cesar Chavez Public Charter High School - Bruce Prep Campus (continued)

School Climate: School leadership has established a positive, professional culture of learning at Chavez Bruce Prep. All members of the school community feel safe, respected and valued. Teachers commented on professional supports and collegiality that place a premium on teacher quality. Parents indicated that there is an open door policy at the school, thus creating a culture where parent voice matters and all concerns are immediately addressed. Finally, students reported a sense of pride in their school and commitment to learning because of the culture that fosters hard work. The school's physical environment is conducive to learning and college banners, school slogans and motivational posters contribute to the mission of the school.

Governance and Management: The Board of Trustees and members of the Home Office understand and are committed to the mission of Chavez Bruce Prep. All stakeholders conveyed a sense of urgency around student outcomes and stressed accountability at all levels in the school community. The Board is responsive to the needs of the school and provides adequate resources for teaching and learning. The Home Office is responsive, as well, and reorganized operational support to ensure maximized school-based focus on academic programs. The Board indicated that no parent representatives from the Bruce Prep campus are active Board members and principals do not attend Board meetings. The review team observed a dearth of instructional technology and the Board's current plan to distribute \$300,000 of hardware and software has not been allocated for each Chavez school, nor has an implementation plan been developed.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$949K surplus and increased its net asset balance to \$6,360K.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance to Cesar Chavez PCS for a period of one year.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	10.26%	38.46%	51.28%	–	5.13%	56.41%	35.90%	2.56%
7	2009	6.15%	41.54%	49.23%	3.08%	1.54%	32.31%	52.31%	13.85%
8	2009	11.76%	29.41%	47.06%	11.76%	17.65%	17.65%	64.71%	–

SECONDARY SCHOOLS

Cesar Chavez Public Charter High School - Capitol Hill Campus

709 12th Street, SE 20003 | Ward 6 | (202) 547-3424

DESCRIPTION: A high school offering a college prep curriculum that uses public policy themes to guide students toward responsible citizenship and success in college careers.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	77	African-American	81
Fall 2008 Enrollment	437	# of June 2009 Graduates	60	Hispanic/Latino	18
Re-Enrollment Rate (%)	77	# of Students Taking College Entrance Exams	56	Caucasian	<1
Average Attendance (%)	91	College Acceptance Rate (%)	87	Asian/Pacific Islander	0
Students Suspended (%)	39	% of Graduates Receiving Scholarships	30	Other	0
Students Suspended 5+ days (%)	11	Total Scholarship Dollars	\$226,407	Low Income	63
Truancy (%)	23			Special Education	15
Student/Teacher Ratio	12 to 1			English Language Learners	6

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school has integrated its curricular components with public policy, forming a defined curriculum that identifies the essential knowledge and skills students are expected to achieve. The curriculum is aligned to the DC Learning Standards and the Chavez Literacy Skills Standards. Most staff members demonstrate a clear understanding of the curriculum and implement it with fidelity.

Instruction: The quality of instruction is uneven; however, the PDR Team would no longer characterize Capitol Hill's teaching as a teacher-centered instructional model. Much group work was observed, and the structured collaborative learning provided extensive opportunities for student-centered work that reflected high student engagement. The unstructured group work was less successful. African-American academic performance still lags behind that of Latino students, and the poor performance of African Americans at Capitol Hill may require a pedagogical shift. As stated in Chavez's Memorandum of Understanding (MOU) Capitol Hill should match instruction strategies to the needs of a diverse population. The preponderance of questions still encourage knowledge, recall and recognition and not sustained higher order, intellectually rigorous thinking. Leadership monitors instruction frequently, and the PDR team reviewed teacher feedback forms that reflected substantive comments about instruction, curriculum and teacher-student rapport.

Assessment: The school has a variety of formative and summative students' assessment data that are analyzed in order to monitor student learning, identify student weaknesses, review instructional effectiveness and modify curriculum. However, the student achievement data are not disaggregated by gender and race. If disaggregated and used appropriately, data will result in the modification of curriculum and instruction to better improve student academic achievement. The school has a plan and strategies in place that allow all teachers to clearly identify and modify instruction for special education students and English language learner students.

School Climate: The school climate is positive. Stakeholders report that the school is a safe and welcoming environment and that discipline policies and procedures are consistently updated and implemented. This has resulted in a lower number of suspensions to date at the Capitol Hill Campus. However, the PDR team noted that expectations for student academic achievement vary across classrooms. Leadership and staff might consider providing professional development to develop culturally responsive teaching techniques and differentiated instruction that addresses African-American students' math and reading deficiencies. Seventeen teachers left the school at the end of the 2007–2008 school year. The school must address the root cause of this teacher attrition, and in its hiring practices address the issue of teacher diversity.

Cesar Chavez Public Charter High School - Capitol Hill Campus (continued)

Governance and Management: The school is governed by a 13-member Board of Trustees. The PDR team was unable to conduct an interview with the BOT because the member who attended the focus group meeting was new and not fully familiar with the Board's workings. The Home Office staff demonstrated a sense of urgency around student performance and not making AYP, tying student outcome data to the evaluation of the school principal.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$949K surplus and increased its net asset balance to \$6,360K.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance to Cesar Chavez PCS for a period of one year.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	4.40%	39.56%	52.75%	3.30%	6.59%	30.77%	59.34%	3.30%

SECONDARY SCHOOLS

Cesar Chavez Public Charter High School - Parkside Campus

3701 Hayes St, NE 20019 | Ward 7 | (202) 398-2230

DESCRIPTION: Drawing on the vast policy resources in the nation’s capital, Chávez schools challenge students with a rigorous college preparatory curriculum that fosters citizenship and prepares them to excel in college and in life.

School Data				Student Demographics %	
Grades Served	6–12	2008 Graduation Rate (%)	58	African-American	92
Fall 2008 Enrollment	730	# of June 2009 Graduates	28	Hispanic/Latino	8
Re-Enrollment Rate (%)	67	# of Students Taking College Entrance Exams	30	Caucasian	<1
Average Attendance (%)	91	College Acceptance Rate (%)	90	Asian/Pacific Islander	0
Students Suspended (%)	29	% of Graduates Receiving Scholarships	21	Other	0
Students Suspended 5+ days (%)	8	Total Scholarship Dollars	\$250,000	Low Income	80
Truancy (%)	25			Special Education	12
Student/Teacher Ratio	12 to 1			English Language Learners	4

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

Curriculum: Chavez Parkside implements a DC standards-aligned curriculum that was developed a year ago by Chavez teachers. Some changes were made to the scope and sequence during the three-week summer institute, but the curriculum is still a work in progress and is not yet comprehensive. School leaders described a general plan to review and modify the curriculum, but these changes have yet to be implemented. Additionally, the school is working towards more public policy infusion across the curriculum. Teachers use a variety of lesson plan templates that generate some inconsistencies in planning and implementation.

Instruction: Teachers follow a 20/60/20 model of instruction and the review team observed its consistent implementation by all teachers. However, the review team observed a predominance of whole-class, teacher-directed instruction with limited formative assessments. Professional development at Chavez Parkside is provided during half-day Fridays in Chavez Academy Learning Communities (ChaLC) where teachers meet in grade levels and subject areas to plan lessons, review student data and discuss teaching strategies. Additional collaborative planning time is available, though teachers are not required to plan with colleagues and no formal planning schedule exists for general and special education teachers. Teachers interviewed were not aware of the school accountability plan.

Assessment: The new leadership team at Chavez Parkside continued the implementation of interim assessments from a year ago with some significant changes. High school students are now assessed every ten days. Middle school students are now assessed roughly every six weeks at the mid-point of the marking period. Both assessments mirror the MCAS. As a result of these more coherent assessment initiatives, the school is in the nascent stages of data-driven decision making. The school has yet to implement a data management system.

School Climate: Separation of the middle and high school into two campuses has resulted in an improved school climate as reported by all stakeholders. Students and parents report feeling safe in the school and appreciate the open lines of communication that have been introduced by the new school leaders. All members of the school community are invested in school culture and climate, resulting in an overall tone conducive to learning. Some behavior problems continue to be a challenge in the middle school as observed by the review team and reported by middle school students.

Governance and Management: The Board of Trustees conducted a national search for the two new principals and both underwent a formal vetting process. Their leadership has energized the school community and the review team observed collegial collaboration between the two. However, it is not clear how they are sharing their respective strengths to synergize impact in both schools. Only two Board members participated in the PDR interview resulting in insufficient evidence to determine the Board’s support of academic programming at Chavez Parkside. Consequently, there appears to be a disconnect among the Board of Trustees, the Home Office and site-based leadership in regard to academic programming. The review team also noted a lack of technology and supplemental resources in classrooms.

Cesar Chavez Public Charter High School - Parkside Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$949K surplus and increased its net asset balance to \$6,360K.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance to Cesar Chavez PCS for a period of one year.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	8.26%	49.54%	39.45%	2.75%	19.09%	35.45%	37.27%	8.18%
7	2009	5.84%	59.12%	31.39%	3.65%	10.87%	41.30%	44.20%	3.62%
8	2009	2.44%	56.10%	36.59%	4.88%	17.74%	40.32%	40.32%	1.61%
10	2009	3.45%	51.72%	35.63%	9.20%	10.34%	44.83%	40.23%	4.60%

SECONDARY SCHOOLS

City Collegiate PCS

2001 S Street, NW-2nd Floor 20009 | Ward 2 | (202) 339-9494

DESCRIPTION: A middle school program that focuses on building strong relationships between adults and adolescents to improve student achievement and overall physical and emotional wellness.

School Data		Student Demographics %	
Grades Served	6–8	African-American	83
Fall 2008 Enrollment	100	Hispanic/Latino	11
Re-Enrollment Rate (%)	70	Caucasian	5
Average Attendance (%)	94	Asian/Pacific Islander	1
Students Suspended (%)	38	Other	0
Students Suspended 5+ days (%)	9	Low Income	43
Truancy (%)	5	Special Education	14
Student/Teacher Ratio	15 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

City Collegiate will close in June 2010.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$65K surplus and increased its net asset balance to \$222K.

BOARD ACTIONS:

- November 17, 2008 - Conditionally approved City Collegiate PCS's accountability plan .

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	6.67%	40.00%	53.33%	–	20.00%	33.33%	46.67%	–
7	2009	7.69%	34.62%	46.15%	11.54%	7.69%	53.85%	34.62%	3.85%
8	2009	7.50%	52.50%	30.00%	10.00%	7.50%	42.50%	50.00%	–

SECONDARY SCHOOLS

City Lights PCS (school closed in February 2009)

62 T Street, NE 20002 | Ward 5 | (202) 832-4366

DESCRIPTION: A special education-focused high school.

School Data		Student Demographics %	
Grades Served	9–12	African-American	97
Fall 2008 Enrollment	66	Hispanic/Latino	2
Re-Enrollment Rate (%)	58	Caucasian	2
Average Attendance (%)	83	Asian/Pacific Islander	0
Students Suspended (%)	0	Other	0
Students Suspended 5+ days (%)	0	Low Income	Data not available
Truancy (%)	67	Special Education	76
Student/Teacher Ratio	Data not available	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: With the help of the EDI, City Lights has begun the task of creating an academic curriculum that identifies essential knowledge and skills to be taught and is aligned to the DC Learning Standards for the core subject areas. City Lights also created a curriculum for life skills. Currently, some curricular components exist for academic content areas; however, the components do not amount to a complete curriculum as defined by DCPCSB. Lacking are assessments tied to the content areas, rubrics, and sample unit and lesson plans. There was no evidence that the curriculum was presented to staff with clear expectations around its use. There are no procedures in place to monitor implementation, make updates, or modify and amend the existing curriculum to ensure its effectiveness for the special education population at City Lights.

Instruction: CLPCS serves a special education population of students with academic, social, and emotional needs. There is a clinical staff which provides services in the therapeutic milieu and along with the related service providers they are contracted out from various agencies. Academic instruction is provided by general education content area teachers with limited support provided by the special education resource teacher. Although the Spanish teacher appears to have a background in special education, she is unable to provide support or instruction for students as identified on IEP documents due to her teaching schedule throughout the day. The Special Education Coordinator has taken steps to formalize a data base for the identified students tracking IEP due dates and reevaluation timelines. Although class sizes are small, there was no evidence of differentiated or individualized instruction for the students. Best practices and effective instructional strategies were not evident during classroom visits. Assessing for knowledge during classroom activities was limited to literal questioning with no evidence of skill building in critical thinking and the analysis of information.

Assessment: The school has adopted pre- and post tests in mathematics to complement its pre- and post test in literacy. A review of the documents revealed the use of rubrics to assess student work. Some parents/caregivers receive daily progress reports which keep them informed of their students academic and nonacademic progress. Standardized student data have not been distributed to staff for use in monitoring curriculum and instruction and making classroom-level decisions that reflect an understanding of differentiation. There currently is no structure in place to support data talks among staff that result in changes in curriculum or instruction.

School Climate: There is a pervasive climate, evidenced by conversations with some staff and parents, that CLPCS is the “last chance” for the students. Although this may indeed be the case for a few, this attitude has a negative impact on the students, teachers, and staff resulting in low expectations for the students. One teacher did indicate his lowered expectations since “after all, this wasn’t a suburban school” and expressed that for the first two weeks he needed to “learn the language”. Students were routinely observed engaging in the use of profanity in the classrooms and around the school without regard for the proximity of adults and there were no clear consequences for this behavior although there is a

City Lights PCS (continued)

school-wide discipline policy and matrix. Students reported there were no incentives offered for student achievement and student success is not highlighted in the school. During the student interviews, there were few positive comments from the students concerning City Lights. Although a student survey was administered, the results have not been reviewed for possible improvements or feedback. Classrooms lacked displays of student work, agendas were either absent or difficult to read, and the classrooms lacked adequate space for group activities.

Teachers reported they felt they had adequate classroom resources and that the leadership was supportive. They also reported that the clinicians were helpful in giving them a greater understanding of the population they serve.

Governance and Management: Only one Board member was available for the review team to interview. The team was unable to secure adequate information, and the member was unable to provide the team with a description of the work responsibilities for the Principal or the Executive Director. The Board meets every other month, but has not met since September due to different reviews being conducted in the building (Middle States Accreditation and The DC Public Charter School Board Review). Although the Board member was aware of the need for more special education teachers and the high turnover rate of teachers at City Lights, he could not offer any ideas on how to address the shortage of qualified teachers and the attrition rate.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$52K surplus increasing its cumulative net asset balance to \$42K.

BOARD ACTIONS:

- September 15, 2008 - Issued Notice of Concern to City Lights, Young America Works and Mary McLeod Bethune for failure to submit legally-required annual reports.
- October 20, 2008 - Lifted Notice of Concern to City Lights and Mary McLeod Bethune for failure to submit legally-required annual reports.
- December 15, 2008 - Conditionally approved City Lights PCS's accountability plan
- January 26, 2009 - Approved City Lights PCS's request to relinquish its charter.

SPRING 2009 DC-CAS PERFORMANCE:

City Lights PCS closed in February 2009, before the citywide DCCAS was administered.

SECONDARY SCHOOLS

Hospitality PCS

4301 13th Street NW 3rd Floor 20011 | Ward 4 | (202) 737-4150

DESCRIPTION: A program that prepares students for college and careers in the hotel and restaurant industry.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	3	African-American	97
Fall 2008 Enrollment	161	# of June 2009 Graduates	22	Hispanic/Latino	2
Re-Enrollment Rate (%)	74	# of Students Taking College Entrance Exams	17	Caucasian	1
Average Attendance (%)	88	College Acceptance Rate (%)	81	Asian/Pacific Islander	0
Students Suspended (%)	28	% of Graduates Receiving Scholarships	41	Other	0
Students Suspended 5+ days (%)	3	Total Scholarship Dollars	\$81,700	Low Income	73
Truancy (%)	Data n/a			Special Education	19
Student/Teacher Ratio	9 to 1			English Language Learners	3

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Hospitality High (HHS) has begun the process of developing curriculum maps with the assistance of a consultant. Maps have been completed for all English and mathematics courses in draft form with plans to introduce them to teachers next week (11/10/08). Plans are in place for the development of maps for all science and social studies courses this school year. The maps are/will be aligned with the District of Columbia Learning Standards, SCANS skills, national technology standards; and will integrate hospitality concepts into academic content. The curriculum will be delivered through thematic units with problem-based projects serving as culminating summative assessments. Currently, with the exception of English, math and hospitality courses, publishers' textbook series serve as foundation for instructional planning and delivery. However, each course offered to students has a fully developed syllabus.

Instruction: The school has worked to improve instruction during the past year using the recommendations from the 2007 Program Development Review. As a result, an instructional philosophy closely aligned to the school mission and academic standards has been fully developed. Collaborative planning time for the departments has been allotted in the master schedule for the purpose of designing data-driven instruction, presenting professional development, and discussing of student work. The accountability system for these meetings is limited and the development and implementation of a meeting protocol is recommended. The school is in the early stages of full implementation of differentiated strategies for product, process and content and there is still a need for more student engagement in daily lessons. Interventions and extended learning opportunities for struggling students are available and in some cases mandatory and the instructional staff is also supported through programs and interventions. Strategies designed to meet the needs of special education and English language learners are compliant. A concern exists that teachers were unaware of the school's accountability plan and how the plan is aligned to curriculum and instruction.

Assessment: The school uses DC BAS and Gates-McGinitie as its primary assessment tools. Baseline data was collected and data analysis conducted to place students in classes. No systemic plan is in place to assess, collect, disaggregate and analyze data or to modify curriculum based on assessment data. No assessment calendar exists for the academic component of the school's program.

School Climate: The school has made tremendous improvement in the area of school climate. Several policies have been implemented to provide a safer environment for students and staff. HHS shares a building with another public high school and has staggered their start and end times to minimize interaction between the two schools. The school has hired an assistant principal to implement and enforce the school's discipline policy which is done consistently across the school. The school has also taken steps to ensure the uniform policy is in place and enforced. Parents, students and staff believe that HHS is a safe and secure school environment. The school's re-enrollment rate this year at 89% exceeds projected targets.

Hospitality PCS (continued)

Governance and Management: The Board of Trustees governs and manages in a manner consistent with Hospitality High's mission and design, and ensures that sufficient resources are in place to support the school's academic coursework and environment. The Board allocated funds to provide contractual services for a curriculum development consultant to guide the development of curriculum maps, and an assistant principal to implement the school's discipline policy. The school's principal is in her second year, however, she has been on the staff in a different position for a few years.

Because the school is designated as "in need of corrective action", a significant number of teachers were replaced at the end of the '07-'08 school year. The Board performs its tasks through a committee structure and has representative participation in the PCSB training sessions. The principal and executive director are evaluated by the BOT. While the Board ensures adequate resources (human and material) in support of the instructional program, academic achievement remains at unacceptable levels.

School Improvement: Hospitality High is in Corrective Action status under No Child Left Behind legislation. As part of the School Improvement Plan (SIP), time has been created during and after school and on Saturdays for additional instruction for students at risk of academic failure. However, it is not clear what specific instructional strategies and support philosophy are utilized during the intervention. Additionally, there is also no evidence that the school utilizes data to drive instruction and to monitor progress of academic achievement.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$1,870K surplus increasing its cumulative net asset balance to \$2,300K.

BOARD ACTIONS:

- January 26, 2009 - Approved proposal to place Hospitality PCS in Charter Warning status

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	8.82%	50.00%	38.24%	2.94%	29.41%	55.88%	14.71%	–

SECONDARY SCHOOLS

Howard University Middle School of Mathematics and Science (MS)² PCS

405 Howard Place, NW 20059 | Ward 1 | (202) 806-7725

DESCRIPTION: A middle school sponsored by Howard University with an emphasis on math & science.

School Data		Student Demographics %	
Grades Served	6–8	African-American	93
Fall 2008 Enrollment	290	Hispanic/Latino	6
Re-Enrollment Rate (%)	84	Caucasian	0
Average Attendance (%)	94	Asian/Pacific Islander	1
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	63
Truancy (%)	16	Special Education	3
Student/Teacher Ratio	17 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$458K surplus and increased its net asset balance to \$1,470K.

BOARD ACTIONS:

- November 17, 2008 - Approved Howard University Middle School of Math and Science PCS's accountability plan

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	1.05%	24.21%	71.58%	3.16%	6.32%	21.05%	57.89%	14.74%
7	2009	–	31.18%	56.99%	11.83%	2.15%	25.81%	48.39%	23.66%
8	2009	–	25.53%	61.70%	12.77%	5.32%	28.72%	61.70%	4.26%

SECONDARY SCHOOLS

Integrated Design & Electronic Academy (IDEA) PCS

1027 45th Street, NE 20019 | Ward 7 | (202) 399-4750

DESCRIPTION: A career-focused, academic program for college or for careers in electronics, drafting, computer networking, or computer repair.

School Data				Student Demographics %	
Grades Served	7–12	2008 Graduation Rate (%)	94	African-American	98
Fall 2008 Enrollment	492	# of June 2009 Graduates	42	Hispanic/Latino	1
Re-Enrollment Rate (%)	76	# of Students Taking College Entrance Exams	32	Caucasian	<1
Average Attendance (%)	93	College Acceptance Rate (%)	48	Asian/Pacific Islander	0
Students Suspended (%)	1	% of Graduates Receiving Scholarships	10	Other	0
Students Suspended 5+ days (%)	0	Total Scholarship Dollars	\$20,000	Low Income	67
Truancy (%)	24			Special Education	11
Student/Teacher Ratio	20 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Instruction: IDEA has a very significant amount of high quality technology available for teaching and learning and benefits from a very low student-to-teacher ratio. Available technology is not being effectively utilized to differentiate instruction, nor has technology been effectively integrated across the curriculum. IDEA's lack of a comprehensive curriculum negatively impacts the instructional program. In addition, it is imperative that the instructional program be promoted by an effective Professional Development component in which teachers have the opportunity to develop effective classroom techniques, which will ultimately produce students that are indicative of the mission of this school.

Assessment: The assessment processes and procedures necessary to support a data driven standards based learning environment is still developing and in its beginning stages. The school Assistant Principal has a wealth of knowledge and expertise regarding what is needed to develop the assessment program to drive and to support curriculum development and instruction. There is also a wealth of other staff and a technological background to be tapped to support assessment in order to ultimately support instruction. The school uses a range of standardized assessments but without a data management/warehouse system the data is not available in a timely and user-friendly manner. The school administers a variety of standardized assessments—GRADE, GMADE, TerraNova, NAEP, SAT, PSAT, and Gates McGinitie. They have contracted with Educational Dimensions to help develop a process for data collection and analysis. Leadership and teachers reported that they use diagnostic information to form learning groups. The school needs a comprehensive, coordinated system of internal and external assessments that provides timely information for all stakeholders.

School Climate: IDEA's facilities are spacious and clean. Parents and students report the school is a welcoming and safe environment where students are motivated to learn. Classes observed were small in size. However, all stakeholders indicated there is a need to consistently and equitably implement the Discipline Policy and Procedures. There are six Lead Teachers, an Instructional Mentor and a Mathematics Coach to support new, veteran and struggling teachers. Although support for teachers is available, it was found to be inconsistent and not always timely. Parents reported their satisfaction with the availability of the teaching staff and the administration. Additionally, parents believe the programs—especially after-school and Saturday activities—promote a sense of community for students, parents and the outside community it serves. They also reported their appreciation for timely responses and communication from administration and teaching staff via telephone calls, emails, website, letters and Chat and Chew. Parents indicated a desire for an increased focus on SAT and college preparation, including a need to investigate other ways to provide more support for students in reading and mathematics.

Integrated Design & Electronic Academy (IDEA) PCS (continued)

Governance and Management: Passionate Board members have provided significant resources to accomplish the mission of the school, which includes educating its students in preparation for college or military service and for job readiness through its technology programs. The Board acknowledges that the review process has been difficult but important to building a better school. The Board has placed high priority on acquiring a curriculum, maintaining the technology infrastructure, and expanding its facilities to serve its immediate community with a health and wellness center. In an effort to sustain the academic progress of the school, the Board has provided additional human resources to the school. To improve academic performance the Board has brought on Lead Teachers and Coaches and is considering hiring a curriculum expert. A Business Advisory Committee was developed as a means of introducing the students to the workforce. The Board is interested in improving teacher retention but does not have any formal mechanism in place to support and retain highly qualified teachers. Additionally, the Board has not implemented critical recommendations from last year's review; most notably, the evaluation of its Executive Director and a formal review of the school's curriculum. This places an additional burden on the Board for holding the administration accountable for accomplishing the school's mission. The Board has created a Policy Manual that will be used to provide an appropriate level of guidance to the Board itself, as well as the school's leadership. A broader review of the effectiveness of school's curriculum, instruction and assessment will help to further the improvements as curriculum roadmaps are acquired and a data management system is put in place. These recommendations are integral to fulfilling the Board's leadership and oversight responsibilities. Implementing these recommendations will assist the Board and school leadership in making additional improvements as it implements strategies and activities outlined in Schedule of Activities Monitoring document.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- One instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The auditors' report on compliance relating to OMB Circular A-133 expressed a qualified opinion.
- The school concluded FY2008 with a \$97K surplus and increased its net asset balance to \$3,850K.

BOARD ACTIONS:

- June 15, 2009 - Approved IDEA PCS's enrollment ceiling increase request

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
7	2009	4.62%	58.46%	35.38%	1.54%	12.31%	44.62%	43.08%	–
8	2009	4.17%	44.44%	50.00%	1.39%	6.94%	52.78%	38.89%	1.39%
10	2009	4.55%	56.06%	39.39%	–	16.67%	43.94%	39.39%	–

SECONDARY SCHOOLS

Kamit Institute for Magnificent Achievers (KIMA) PCS

100 Peabody Street, NW 1st Floor 20011 | Ward 4 | (202) 723-7886

DESCRIPTION: An academic program for college and career-bound adolescents, featuring cultural exploration, social research and outdoor education.

School Data				Student Demographics %	
Grades Served	6–12	2008 Graduation Rate (%)	97	African-American	94
Fall 2008 Enrollment	181	# of June 2009 Graduates	13	Hispanic/Latino	6
Re-Enrollment Rate (%)	72	# of Students Taking College Entrance Exams	11	Caucasian	1
Average Attendance (%)	86	College Acceptance Rate (%)	106.3*	Asian/Pacific Islander	0
Students Suspended (%)	37	% of Graduates Receiving Scholarships	38	Other	0
Students Suspended 5+ days (%)	18	Total Scholarship Dollars	\$12,500	Low Income	14
Truancy (%)	34			Special Education	13
Student/Teacher Ratio	Data n/a			English Language Learners	0

* Students in KAMIT's Junior class were accepted to college which inflated the rate beyond 100%

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: KIMA utilizes the Johns Hopkins Talent Development Model as primary curricula for all high school English and mathematics courses. However, curriculum maps, inclusive of District of Columbia Learning Standards, have been developed for these courses, as well as for other high school courses. Of concern for the PDR team is the lack of curricula for the middle school, as the textbook series that are used to inform instructional decisions are outdated and limited in number, which means that students must share in class and are unable to take them home. The team also noted that the school does not have a systematic process in place to review, modify and update existing curricular documents.

Instruction: The instructional program is grounded in a culture of Kamitic Philosophy which results in a collaborative, supportive, and caring learning environment with small class sizes (as few as four (4) students in some) and a tutorial program. Classroom observations reveal that lecture is the preferred instructional delivery strategy with few teachers using differentiated instruction, higher order questioning techniques, or hands-on instructional activities. A review of documents revealed that the school has at least 20 students who may be in need of ELL services. However, KIMA does not have a staff member who has the skill set and/ or certification to administer the necessary evaluative instrument(s) to ascertain the exact needs of these students. The PDR team is very concerned with the quality of services being provided to students who have been identified “in need of special services” according to their IEP’s. KIMA failed to make Adequate Yearly Progress in both reading and mathematics for SY 2007–08.

Assessment: KIMA administers several assessments: The Gates-McGinitie, Iowa Algebra Aptitude Test, DCBAS and DCCAS, to all students in grades six (6) through eleven (11), and the SCANTRON Performance Assessment Series to all students in the middle school Academy and students with special needs. The school plans to add the Performance Assessment Series to the high school later this school year. Currently, KIMA does not assess its’ senior class. In response to last year’s PDR recommendations, the school adopted RenWeb to manage student data, however, the review team questions the lack of utilization of all features of this software package. To date, data collected this school year from the Gates McGinitie, and two administrations of the DCBAS have not been shared with teachers in any format.

School Climate: KIMA has made gains in the area of school climate since the Self-Study Review in 2007. The building is brighter and more welcoming. Parents, students, and staff believe that the school is a safe and secure environment. A student management system has been implemented to input and track student data. The school’s re-enrollment rate this year is 70% and should exceed 75%. While the team noted that the school was orderly, some teachers shared that the school was on “lock-down” during our visit.

Kamit Institute for Magnificent Achievers (KIMA) PCS (continued)

Governance and Management: KIMA has seven (7) active Board of Trustees (BOT) members who are organized by a committee structure and have outlined steps to support and guide the school toward achieving the mission and goals. These steps include financial accountability for all departments and development of the Strategic Plan - growth for the next five (5) years. The plan includes goals for students and school performance, as well as goals an on-going process of looping performance information back to teachers, parents and the BOT. The three (3) BOT members who participated in the focus group expressed their satisfaction with the leadership team and the direction of the school. The utilization of a new automated management system (RenWeb) has served to provide data to all stakeholders. There are major concerns regarding fundraising efforts and continued training to support their roles as BOT members. Also, there were concerns regarding the facility (Currently the Board has a month-to-month lease.), and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The BOT is re-evaluating its' efforts to maintain the middle school program based on enrollment and student performance.

School Improvement: KIMA is in School Improvement Year One status under No Child Left Behind legislation. As part of the School Improvement Plan (SIP), after-school tutoring is available to all students with a focus on students who are at risk of academic failure (earning a D or F), who are recommended and encouraged to attend. However, documents and teacher discussions revealed that attendance at the tutorial sessions is "very sparse". It is not clear what specific instructional strategies and support philosophy are utilized during the tutoring sessions. Additionally, there is also no evidence that the school utilizes data to drive instruction and to monitor progress of academic achievement.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$457K surplus increasing its net asset balance to \$1,800K.

BOARD ACTIONS:

- August 18, 2008 - Approved KAMIT PCS's request to lift notice of probation
- June 15, 2009 - Issued a Notice of Concern to KAMIT PCS for failure to establish and maintain the required attendance and truancy 3rd quarter rates

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	–	28.57%	71.43%	–		100.00%	–	–
7	2009	10.00%	90.00%	–	–	50.00%	40.00%	10.00%	–
8	2009	–	46.15%	53.85%	–	7.69%	61.54%	30.77%	–
10	2009	11.11%	40.74%	44.44%	3.70%	28.57%	17.86%	50.00%	3.57%

SECONDARY SCHOOLS

Maya Angelou PCS - Middle School Campus

5600 E. Capitol Street, NE | Ward 7 | (202) 232-2885

DESCRIPTION: A year-round program servicing at-risk youth by integrating academics and work experience.

School Data		Student Demographics %	
Grades Served	6–8	African-American	100
Fall 2008 Enrollment	197	Hispanic/Latino	0
Re-Enrollment Rate (%)	86	Caucasian	0
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	56	Other	0
Students Suspended 5+ days (%)	20	Low Income	91
Truancy (%)	19	Special Education	19
Student/Teacher Ratio	9 to 1	English Language Learners	0

SELF STUDY REVIEW REPORT OR PROGRAM DEVELOPMENT REVIEW:

This school was not scheduled for a self study or program development review this year. See Notes on page 6 about review schedules.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$363K deficit reducing its cumulative net asset balance to \$714K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance status to Maya Angelou PCS. for a period of one year.
- June 15, 2009 - Approved Maya Angelou PCS's revised graduation requirements

UNIQUE ACCOMPLISHMENTS:

- Began Standards Mastery Saturdays and Work Completion Wednesdays to support students' progress in reading and math course work and progress towards proficiency; saw significant growth in both areas
- 130 students attended Freedom School with a focus on all incoming students
- Implemented Fantastic Fridays - Special events for "VIP" students through May/June
- Diminishing bullying in middle school - provided professional development for staff and counseling sessions for bullies
- Substance Abuse Prevention Assembly - 7th grade students participated in panel, watched video and listened to speaker about the effects of drug use

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	11.48%	49.18%	39.34%		14.75%	52.46%	32.79%	
7	2009	10.99%	62.64%	26.37%		12.09%	38.46%	45.05%	4.40%
8	2009	20.00%	51.43%	25.71%	2.86%	22.86%	48.57%	28.57%	

SECONDARY SCHOOLS

Maya Angelou PCS - Evans Campus

5600 East Capitol Street, NE 20019 | Ward 7 | (202) 388-8960

DESCRIPTION: A year-round program servicing at-risk youth by integrating academics and work experience.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	67	African-American	99
Fall 2008 Enrollment	195	# of June 2009 Graduates	30	Hispanic/Latino	1
Re-Enrollment Rate (%)	78	# of Students Taking College Entrance Exams	22	Caucasian	0
Average Attendance (%)	81	College Acceptance Rate (%)	77	Asian/Pacific Islander	0
Students Suspended (%)	45	# of Graduates Receiving Scholarships	13	Other	0
Students Suspended 5+ days (%)	8	Total Scholarship Dollars	\$801,000	Low Income	77
Truancy (%)	53			Special Education	13
Student/Teacher Ratio	9 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Maya-Evans has adopted the DCPS curriculum standards and incorporates the practices of Understanding by Design as a framework for executing learning activities in the classroom. Social Emotional Learning is incorporated as a curriculum component in an effort to maintain a holistic approach to curriculum implementation. Although the PDR team was able to observe some curriculum components and recognize connections between the curriculum and the school’s mission and goals, there was a need for greater consistency in the implementation of the curriculum.

Instruction: Maya-Evans demonstrated a clear focus on the importance of quality instruction in the classroom in order to enhance learning for students who have experienced many challenges in their school careers. Three instructional focus areas had been identified: reading in the content areas, social emotional learning, and differentiation of instruction. A comprehensive approach to professional development has been planned to address instructional quality, including scheduled learning walks and critiquing lesson plans and scaffolding training sessions for new teachers. Classroom observations and the school’s lack of success in meeting accountability targets indicate need for prioritized attention to instructional support especially for new and marginal teachers.

Assessment: Maya-Evans collects student achievement data using a variety of assessment tools: Star Reading and Math, Northwestern Educational Association (NWEA), DC BAS, and the school’s interim assessment tool. Instructional leaders are charged with the responsibility to assure that teachers have received the assessment results in a meaningful format and that they understand how to use the data to inform instruction.

School Climate: The climate of Maya-Evans is overwhelmingly supportive and characterized by mutual respect between staff and students. The PDR team found the school to be safe and orderly. The school was described by many participants in focus groups as a family operation. Although satisfaction survey results were not available, parents, students and teachers expressed favorable opinions about the school and a desire to continue. Tardiness continues to pose concern because of the setback created for the student involved and the classroom interruptions affecting other students.

Governance and Management: The Board of Directors is energetic, resourceful and passionately committed to the school’s mission and the students being served at Maya –Evans. The Board recognizes its role in overseeing the school’s progress in meeting the accountability targets and has organized a School Performance Committee to monitor student achievement data and other performance indicators.

School Improvement: Maya-Evans is *Identified for Improvement* under the Federal “No Child Left Behind” guidelines. Currently, there is no plan in place to track or monitor the effectiveness of the school improvement process.

Maya Angelou PCS - Evans Campus (continued)**FINANCIAL MANAGEMENT REVIEW:**

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$363K deficit reducing its cumulative net asset balance to \$714K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance status to Maya Angelou PCS for a period of one year.
- June 15, 2009 - Approved Maya Angelou PCS's revised graduation requirements

UNIQUE ACCOMPLISHMENTS:

- 32 students took the AP Government and Politics exam, 5 students will take the AP Calculus exam, 8 students will take the AP Biology Exam, 36 students will take the AP Literature and Composition exam
- Renewed participation in the DC-FAME project with AAAS and George Washington University in which 2 MAPCS-Evans mathematics teachers are participating in a cost free masters program in mathematics education
- 77% of Evans seniors were accepted into college
- The Women's Collective ("Between Us Girls") – Female students developed a message about preventing HIV/AIDS to be delivered to their peers
- Glories Happy Hats – Global Youth Services Day Project in which students created hats for sick children in area hospitals
- Kathy Procope was named 2008–2009 Agnes Meyer Outstanding Teacher
- Implemented Friday activities including Student Government Association, Chess Club, Step Team, Gentleman's Club, Girl Power

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	4.76%	76.19%	16.67%	2.38%	38.10%	47.62%	11.90%	2.38%

SECONDARY SCHOOLS

Maya Angelou PCS - Shaw Campus

1851 9th Street, NW 20001 | Ward 1 | (202) 939-9080

DESCRIPTION: A year-round program servicing at-risk youth by integrating academics and work experience.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	86	African-American	96
Fall 2008 Enrollment	125	# of June 2009 Graduates	15	Hispanic/Latino	4
Re-Enrollment Rate (%)	64	# of Students Taking College Entrance Exams	20	Caucasian	0
Average Attendance (%)	88	College Acceptance Rate	58	Asian/Pacific Islander	0
Students Suspended (%)	60	# of Graduates Receiving Scholarships	1	Other	0
Students Suspended 5+ days (%)	19	Total Scholarship Dollars	\$26,000	Low Income	77
Truancy (%)	0			Special Education	27
Student/Teacher Ratio	9 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school has made significant progress in developing a standards-based curriculum and necessary supporting materials. Using the Understanding by Design model, curriculum maps have been developed for all core subject areas inclusive of standards, essential questions and enduring understanding, skills, major assessments and content. These maps, coupled with sustained professional development serve as the framework for standards-based instruction at the school. With time, which appears to be a significant constraint for teachers, and a deeper understanding of standards-based instructional delivery, along with the necessary resources, these curricular documents will significantly enhance the teaching-learning process.

Instruction: The instructional program at Maya Angelou Public Charter School/Shaw Campus reflects a concerted effort to meet the needs of the unique student population and the mission and goals of the school. Proactive classroom management was evident in the classrooms observed. Teachers maintained the dignity of the students when reinforcing posted rules and the communications and behaviors between students and teachers were considerate and positive. The site has a mandatory afterschool tutorial program (Extended Learning Opportunity) for students that targets the specific skill areas in reading and mathematics to support individual student needs in these areas; parents, teachers, students, and leadership interviews support the idea felt strongly at the site and expressed by a student interviewee who said “they will not let you fail here.” The team noted, however, that consistent implementation of the lesson designs and professional development training strategies is lacking. There continues to be inconsistent evidence of differentiation of instruction and flexible groupings in the classrooms.

Assessment: The school uses a variety of assessments to measure students’ growth. Teachers use a tracking system to provide input on student progress for diagnostic, interim, and summative assessments. Interdisciplinary data teams are in place and meet regularly to complete data analyses which inform areas for re-teaching and reinforcement. The team recommends that the school triangulate the SRI data with the NWEA data and use both resources to maximize the student achievement. In addition, the school should implement specific on-going formative assessments such as running records, exit slips, open-ended questions, and other daily assessments consistently in all classes.

School Climate: The climate at Maya Shaw is pleasant and overwhelmingly supportive. Teachers are accessible to students and parents. The school has an open door policy for parents. There is a very high degree of parent satisfaction with the school’s program with excellent communication between the school and the home. The school is perceived by all stakeholders to provide a safe and nurturing environment. A formal parent teacher organization has yet to be established. There are high academic and social expectations for all.

Maya Angelou PCS - Shaw Campus (continued)

Governance and Management: The Board of Trustees Organization is consistent with PCSB's guidelines; and its membership is consistent with the school's stakeholders. The Board functions with an organizational chart that clearly outlines roles and responsibilities for the school's leader, who has been the principal for five years. The Board provides a residential facility for students who are unable to function in the family home. The team recommends that the Board ensures that adequate resources (i.e. textbooks, technology, leveled readers, math and science manipulatives, etc.) are made available to enhance instruction for student success.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$363K deficit reducing its cumulative net asset balance to \$714K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio.

BOARD ACTIONS:

- January 26, 2009 - Granted conditional charter continuance status to Maya Angelou PCS for a period of one year.
- June 15, 2009 - Approved Maya Angelou PCS's revised graduation requirements

UNIQUE ACCOMPLISHMENTS:

- Began Standards Mastery and Work Completion Saturday Academy to support students in all courses
- Ninth grade students and their mentors participated in the BUILD's Youth Business Plan Competition, culminating a year of hard work
- 100% of all students enrolled in AP Courses took the corresponding AP Exam; 92% of Shaw seniors were accepted into college
- Shaw staff presented at the College Board Colloquium and the Equity Conference on AP for All curriculum. These national presentation opportunities were so well received that they led to invitations for additional presentations at school systems across the country.
- Ms. Kelly Schrepfer (Math) was selected as a finalist for 2008–2009 Finalist for D.C. Teacher of the Year

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	8.00%	52.00%	32.00%	8.00%	8.00%	60.00%	32.00%	–

SECONDARY SCHOOLS

Options PCS

1375 E Street, NE 20002 | Ward 6 | (202) 547-1028

DESCRIPTION: A middle/high school offering general education and therapeutic special education services.

School Data		Student Demographics %	
Grades Served	5–10	African-American	>99
Fall 2008 Enrollment	318	Hispanic/Latino	<1
Re-Enrollment Rate (%)	57	Caucasian	0
Average Attendance (%)	87	Asian/Pacific Islander	0
Students Suspended (%)	28	Other	0
Students Suspended 5+ days (%)	12	Low Income	86
Truancy (%)	0	Special Education	75
Student/Teacher Ratio	13 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Options has worked to develop a curriculum that is aligned to the DC Standards. A consulting group was hired to help with its development and the curriculum currently addresses all four core content areas. Options is presently working on developing a standards based curriculum in the remaining content areas of Art, Music, and PE/Health. While an identified curriculum is in place and is being used by all teachers, the curriculum does not address the specific needs of the population served at Options. The school would benefit from additional work in making the curriculum come alive for students with connections to real-life learning experiences and project based hands-on instructional practices. In addition, various instructional designs should be embedded in the curriculum to guide teachers in how to implement the curriculum and content effectively for a diverse learner group.

Instruction: Options utilizes a co-teaching model in each of its classrooms and maintains small class sizes to maximize student engagement and time on task. While some classrooms have a general education and special education teacher assigned to them, others contain a teacher and at least one assistant. During classroom visits Review Team Members saw more traditional teacher directed instructional designs with only a few connections to life experiences and little evidence of the differentiation of instruction. In addition, the demonstration of student learning was not differentiated for varied learning styles or the range of student disabilities at Options. All of the interview sessions shared that the instructional staff is available to help students who may need additional support after school.

Students at Options are instructed in Character Development as well as in Positive Behavioral Intervention Support (PBIS) and Life Space Crisis Interventions (LCSI) which address the social emotional areas of development with positive rewards and consequences.

Assessment: Various assessments are administered to students at Options that include the Wide Range Achievement Test (WRAT), Measures of Academic Progress (MAP), DC Comprehensive Assessment System (DC-CAS and DC-BAS), SRA Corrective Reading Assessment and the Behavior and Emotional Rating Scale (BERS). In addition, the school has implemented the Benchmarks Assessment System for teachers to utilize informal assessments in the classrooms. All special education students are tested in the core academic areas on a weekly basis. Teachers are formally observed throughout the school year with feedback on lesson implementation. The school needs to continue ongoing training in the collection, disaggregation and analysis of student assessment data. Based on all of the available data, the differentiation of teaching and learning strategies should be implemented for individual education planning to address deficit skills and areas of weaknesses as determined by the eligibility committee. This would ensure that students are not only being instructed for skill set deficits but also in ways that speak to their strengths while allowing for the building of compensatory strategies. School Climate: Options offers its students and staff a well maintained facility that is safe and orderly. It is a therapeutic environment where positive behavior intervention/modification services and Character Education help build self-esteem and positively address overall student achievement. Parents and students express that they are happy with the Options program and teachers feel it is a supportive environment in which to work. There are numerous incentive programs in

Options PCS (continued)

place to reward staff as well as students. The Biggest Loser, birthday rewards, luncheons were all shared by teachers as being positive incentives. Students can earn rewards for positive behavior and academic achievement and then, through Scholar Dollars, make purchases from the school store. The recent parent survey indicated parental satisfaction at 88%.

Governance and Management: The two members of the Board of Trustees (BOT) who participated in the interview expressed a high level of commitment to Options' mission and design, along with its' desire to move the school forward as a "special school" in every sense of the phrase. The Board has begun to organize by a committee structure (Executive, Nominating and Academic Oversight and Education), ensures representation/participation in the training sessions offered by the Public Charter School Board for Board (PCSB) members, and has two parent representatives who serve as liaisons between the Board and parents. However, there is no formal, systematic process for communicating with parents on a regular basis. The Board members shared expansion plans (when PCSB sanctions are lifted) that include the addition of grades eleven (11) and twelve (12), and a vocational education component (Culinary Arts, Landscape Management, Cosmetology, and Auto Repair). Currently, the BOT is out of compliance with PCSB's guidelines regarding membership of even numbers, with eight members.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$159K surplus increasing its net asset balance to \$1,915K.

BOARD ACTIONS:

- November 17, 2008 - Conditionally approved Options PCS's accountability plan
- November 17, 2008 - Approved Options PCS's technology plan.
- March 16, 2009 - Approved with changes Options PCS's request to lift sanctions on expanding its high school program.
- March 16, 2009 - Issued a Notice of Deficiency to Options PCS regarding attendance and truancy

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	45.45%	54.55%	–	–	45.45%	36.36%	18.18%	–
6	2009	46.34%	43.90%	9.76%	–	70.73%	19.51%	9.76%	–
7	2009	32.26%	61.29%	4.84%	1.61%	48.39%	43.55%	8.06%	–
8	2009	20.99%	65.43%	13.58%	–	43.21%	46.91%	9.88%	–
10	2009	42.55%	53.19%	4.26%	–	82.98%	17.02%	–	–

SECONDARY SCHOOLS

Paul PCS

5800 8th Street, NW 20011 | Ward 4 | (202) 291-7499

DESCRIPTION: A junior high school providing intellectually challenging experiences requires for the development of independent, responsive individuals.

School Data		Student Demographics %	
Grades Served	6–8	African-American	80
Fall 2008 Enrollment	573	Hispanic/Latino	20
Re-Enrollment Rate (%)	88	Caucasian	0
Average Attendance (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	18	Other	0
Students Suspended 5+ days (%)	6	Low Income	69
Truancy (%)	0	Special Education	10
Student/Teacher Ratio	15 to 1	English Language Learners	9

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Paul PCS’s academic and elective curriculum is aligned to DC Learning Standards and is characterized by a wide range of core courses and electives including arts, humanities and physical education to broaden the adolescent experience. The curriculum reflects thoughtful attention to the mission through courses, programs and extra curricular activities. Layers of leadership and staff assist teachers with school-wide initiatives and programs to implement the standards based curriculum maps. The school has developed processes and procedures to review and modify the curriculum and address student learning gaps based on data analyses. The curriculum could be further enhanced with broader more comprehensive essential questions and complete and detailed inclusion of a variety of assessments and materials/resources to support varied student learning styles.

Instruction: During the two day PDR visit, the students were engaged in interim testing; therefore, the PDR team was unable to observe the daily instructional process. The PDR team’s findings related to active teaching and learning are grossly limited to climate, management and physical environment as opposed to the quality of teaching and learning. The PDR team observed the consistent use of a whiteboard configuration throughout the school. Paul PCS has implemented a special education co-teaching model across grades as a result of DC CAS success attributed to co-teaching in the ELL classrooms. An implementation timeline, sustained professional development, monitoring, and evaluation are needed to support the developing co-teaching effort.

Data are used to identify and monitor students in need of academic support in the form of double classes, before and after school tutorial and lunch support. Paul PCS differentiates by content through leveled texts and a variety of course offerings designed to provide support or enrichment. Course offerings are flexible. There is evidence that students gaining proficiency move into higher level courses. The school names differentiation as a major strategy, but the number of classrooms observed that were engaged in direct teaching was limited, preventing the collection of classroom data.

The intentional structures and systems for supporting teachers are strong, purposeful and effective. All teachers are observed often by mentor teachers and formally by administration. Teachers receive substantive and timely written feedback followed by a one-on-one meeting to discuss results and next steps.

Assessment: Teachers and leaders use multiple forms of formative and summative assessments throughout the year to monitor academic progress and support Paul PCS’s expectations for student mastery. Some of the assessments align to the DC Learning Standards and others are designed to provide diagnostic data and inform the teaching staff on student skill levels. All incoming students are tested over the summer to determine if they are in need of academic support in the form of tailored courses, lunchtime support and/or before or after school tutorial support. Teachers meet regularly in team meetings, department meetings and teacher learning communities to discuss teaching and learning anchored by data. A

Paul PCS (continued)

significant amount of academic and nonacademic data is analyzed, and student academic and behavioral performances are discussed, driving curricular and instructional changes ranging from re-teaching to enrichment. The Director of Curriculum, Training and Instruction presents data monthly to the board for review and analysis. There is not a central warehousing system that allows the school to collect longitudinal data. Communication with parents surrounding student and school-wide performance is strong; however, parents request internet access to their child's data.

School Climate: A very positive academic climate exists. The school prides itself on providing a safe, caring and orderly environment that is supportive to the teaching and learning process. Parents shared that the school has an open door policy. They were pleased with the open communication, trust and respect among students, parents, teachers and administrators. The students expressed admiration for and trust of the teachers, and have internalized clear expectations for behavior and academics.

Governance: The Board of Trustees governs and manages in a manner consistent with Paul PCS's mission and design, and ensures that sufficient resources are in place to support the school's academic coursework and environment. The Board performs its tasks through a committee structure and has representative participation in the FOCUS and DCPCSB training sessions. Board members who participated in the focus group expressed a high level of satisfaction with the current status of the school. They also shared future plans for the addition of the 9th grade academy, technology, science labs, a focus on development and a transition to new leadership.

The Board expressed great admiration and respect for the retiring Head of Schools' leadership, accomplishments, vision and dedication.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$390K deficit but maintained a positive net asset balance of \$5,107K.

BOARD ACTIONS:

None

UNIQUE ACCOMPLISHMENTS:

- 14 Paul PCS students competed in the DC Citywide Science Fair; there were a total of 18 prizes awarded, including cash awards and summer internships at Walter Reed Army Institute.
- Paul PCS was the only middle school to compete in the William Karchmer City Wide Moot Court Competition. Of the five students who participated, one student was a winning finalist.
- Paul students won multiple essay contests this year including the "**Community Service Project**", and the "**Jimise Johnson-Trent**" Essay Contest. Twelve winners attended the Presidential Inauguration along with three guests.
- Paul's vocal, band, and guitar ensembles performed a recital for Minister of Culture, Conrado Solari Yrigoyen and his assistant Pablo Blank at the Embassy of Argentina.
- Nine male students went to Ghana for the 9th Annual Young Ambassadors trip.
- Paul PCS was chosen as an Active Lifestyle Model School by the President's Council on Fitness and Sports.
- Paul fielded the first Dragon Boat team in our history for the 8th Annual Dragon Boat Competition on the Potomac.

SECONDARY SCHOOLS

Paul PCS (continued)

- Several 6th and 7th graders participated in Wired World with a school in Tswane, South Africa. This entailed conversing on a blog set up by Meridian International Center and then participating in a one-time only video conference discussion for one hour.
- Paul's athletic department is outstanding; Varsity **Boy's Basketball City Champions** (undefeated); Varsity **Boy's Soccer City Champions** (undefeated); Varsity **Girl's Soccer Runner-Up** Team Champions!
- Several Paul students and staff members were invited to partake in the White House Kitchen Garden Tour.

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
6	2009	5.98%	29.91%	60.68%	3.42%	9.48%	50.00%	34.48%	6.03%
7	2009	2.48%	36.14%	52.48%	8.91%	2.97%	15.35%	63.37%	18.32%
8	2009	4.48%	32.29%	50.67%	12.56%	8.07%	26.46%	55.61%	9.87%

SECONDARY SCHOOLS

The SEED Public Charter School of Washington DC

4300 C Street, SE 20019 | Ward 7 | (202) 248-7773

DESCRIPTION: A boarding school program that provides a nurturing environment, strong role models and a rigorous curriculum.

School Data				Student Demographics %	
Grades Served	7–12	2008 Graduation Rate (%)	95	African-American	99
Fall 2008 Enrollment	332	# of June 2009 Graduates	20	Hispanic/Latino	1
Re-Enrollment Rate (%)	89	# of Students Taking College Entrance Exams	20	Caucasian	0
Average Attendance (%)	95	College Acceptance Rate	100	Asian/Pacific Islander	0
Students Suspended (%)	33	# of Graduates Receiving Scholarships	18	Other	0
Students Suspended 5+ days (%)	11	Total Scholarship Dollars	\$250,000	Low Income	73
Truancy (%)	2			Special Education	13
Student/Teacher Ratio	11 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school’s HALLS (Habits for Achieving Life-Long Success) curriculum that governs student life is exemplary and can serve as a curricular model for the rest of the school—particularly its alignment to standards, identified objectives, and multiple resources. The Board of Trustees’ emphasis is on attrition and curriculum. With this in mind, the development of the school’s evolving unified curriculum that reflects the school’s goals and philosophy is essential in order to achieve its goal of sending every student to college. The unified curriculum will also serve the SEED School mission of developing well-rounded students who possess excellent socialization skills, as well.

Instruction: In the area of instruction, the SEED School has implemented numerous approaches to ensure that it supports students in their efforts to attain the school’s goals (e.g. academic and behavior expectations, targeted instructional sessions, the teacher assistance program, instructional coaches, etc). Additionally, the SEED School has established partnerships with Howard University law students and For the Love of Children (FLOC) to assist students in their homework and to provide mentoring opportunities. The SEED School incorporates a special education model that is primarily inclusive. Teachers are aware of and implement accommodations for students with special needs. Students are taught to advocate for themselves to insure appropriate accommodations and they play a major role in the development of their own IEP goals and objectives. There is a need for all of the special education teachers to be certified in special education. Additionally, more training needs to be implemented on differentiated instruction and the use of “hands on” activities. This training should then lead to a higher level of student engagement.

Assessment: Meeting its 2007–08 accountability plan targets in seven out of seven academic targets indicates its ability to effectively teach a number of its children at a level consistent with its mission and goals. To its credit, SEED uses some internal assessments to determine general student success, as well as students with IEPs. The 2008 Compliance Review document indicates compliance relative to documentation of parents’ receipt of the Special Education Procedural Manual; current IEPs are on file for students receiving special education services. Special education assessments are completed within 120 days of referral, and invoices are on file to show documentation of special education services. The Secondary Academic Records Audit (SARA) reports the use of the electronic Education Edge System that allows the maintenance of grades, report cards, attendance, and student contact data in a format that fosters compliance relative to having thorough records for student information. A Scantron scoring framework is used to capture data from interim assessments that are used to report student academic progress and drive instructional decisions for coursework taught. An “academic bridge” has been put in place in an effort to ensure less punitive consequences of failing a Gate or a course. The SEED School needs to continue its efforts to develop a comprehensive assessment plan that includes diagnostic, internal, and DC-CAS assessments that are available not only in a timely manner but with high accessibility to teachers.

The SEED Public Charter School of Washington DC (continued)

School Climate: The SEED School succeeds in its efforts to instill in students not only the expectation of going to college but to succeed in completing college. Likewise, the faculty and administrators are clear about the mission of the school and feel supported in their efforts to achieve it. The school continues to evaluate its school climate and align it with its mission and goals. It has:

- increased the number of resident assistants for the middle school students in the dormitory;
- implemented additional extra curricular programs and athletic offerings;
- added additional personnel to the staff to strategically affect both academic and student life parts of the day;
- established and improved its own distinctly internal mental health department.

Furthermore, students feel safe and cared for, and it is clear that all stakeholders understand the discipline policy and practices. The team recommends that the school continue to implement a consistent and equitable discipline policy and also to inculcate a culture of celebrating student success formally and informally.

Governance and Management: The SEED School has a strong and active Board of Trustees that has taken crucial steps to support and vigorously guide the school toward achieving its mission and goals. These steps include:

- allowing for greater objectivity by electing a Board Chairperson who is not an employee of the SEED Foundation;
- improving its subcommittee structure;
- developing a performance plan that is data-driven;
- hiring a new Head of School and a new principal;
- creating and filling a new managing director position to support the Head of School in the school operations.

The Board is also re-evaluating its efforts to decrease the attrition rate from middle school. As these changes have an impact on the SEED School, the Board is strongly encouraged to continue to monitor the changes, in order to determine their effectiveness. Include effective monitoring of the initiatives that provide increased academic support, the development of a more unified curriculum and assessment process, and the effective implementation of a climate that supports all stakeholders, particularly those associated with the student life program, the pending sixth grade student enrollment and the proposed social/mental health components.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- Received other than unqualified opinion on the compliance for test of internal control over financial reporting.
- The school concluded FY2008 with a \$792K surplus and increased its net asset balance to \$15,600K.

BOARD ACTIONS:

- January 26, 2009 - Granted full charter continuance to SEED PCS

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
7	2009	7.94%	52.38%	36.51%	3.17%	1.59%	22.22%	71.43%	4.76%
8	2009	–	36.36%	63.64%	–	6.06%	27.27%	66.67%	–
10	2009	4.55%	36.36%	54.55%	4.55%	11.36%	34.09%	52.27%	2.27%

SECONDARY SCHOOLS

Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Ave., 20032 | Ward 8 | (202) 563-6862

DESCRIPTION: A college-preparatory high school using integrated activities and content related to justice, equality, law and policy.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	73	African-American	100
Fall 2008 Enrollment	379	# of June 2009 Graduates	56	Hispanic/Latino	0
Re-Enrollment Rate (%)	84	# of Students Taking College Entrance Exams	55	Caucasian	0
Average Attendance (%)	92	College Acceptance Rate (%)	95	Asian/Pacific Islander	0
Students Suspended (%)	41	% of Graduates Receiving Scholarships	34	Other	0
Students Suspended 5+ days (%)	16	Total Scholarship Dollars	\$2,158,400	Low Income	73
Truancy (%)	16			Special Education	12
Student/Teacher Ratio	13 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: TMA’s curriculum is designed to prepare students for the rigors of post-secondary education. All core academic courses are aligned with DC standards. The 9th and 10th grade coursework provides intense remediation in English and Math. Double-block courses allow for curriculum enforced literary concepts, vocabulary skills, basic math skills, algebraic concepts and academic workshops. College prep programming in 11th and 12th grades includes PSAT and SAT preparation. The Cambridge curriculum, traditional coursework, Honors and AP courses are all elements of the TMA curriculum.

Instruction: The instructional program at TMA reflects a concerted effort to meet the needs of the student population and the mission and goals of the school. Excellent classroom management is evident in the classrooms, with posted guidelines and expectations for both task completion and behavior. The Workshop Model of Instruction, including components of direct teaching, shared practice, and independent practice, is used as the basic instructional framework for lesson delivery. Despite the year-long priority given to professional development to improve instructional delivery and the focus on differentiated instruction and flexible grouping, there is a need to monitor best practices needed by teachers to make instructional adjustments based on student needs. While the school emphasized a focus on improving student performance on open-ended responses, the review team observed that insufficient time was given to student practice in speaking and writing open-ended responses during class.

Assessment: TMA has developed a comprehensive assessment program consisting of two linked computer-based programs: the Scantron Achievement Series, a benchmark assessment system aligned to the DC CAS; and the Performance Series, a grade level diagnostic assessment in reading and math. To further guide the close monitoring of student progress, teachers have developed mid-term and end-of-term examinations on all levels and for all content areas. A portfolio assessment system is an additional requirement for TMA students who compile a record of academic work, behavioral performance, community service and special academic projects. Assessments are refined by teachers in response to observed student needs.

School Climate: Thurgood Marshall Academy has built a reputation of school excellence and pride within the Anacostia community of southeast Washington, DC by setting high expectations for its students and placing the structures in place to live up to those expectations. The school facility provides an immaculate environment for learning and development and the commitment to student success is visible everywhere, in words and in deed. Parents, students, teachers and staff view the school as a “beacon of light” in the community.

Thurgood Marshall Academy PCS (continued)

Governance and Management: The Board of TMA has effectively and conscientiously established a governance structure that links policy and practice to achieve overall school performance. The participating members of the Board focus group were equally informed and knowledgeable of the range of issues and initiatives of TMA. The Board was an impressive group of knowledgeable and dedicated contributors to the school. Every board member serves in a capacity that brings the expertise, direction, and vision needed to focus school improvement activities. The Board is encouraged to continue its efforts to support the development of a rigorous academic program and increase the opportunities for students to be exposed to cultural, professional, and educational experiences to inspire learning. .

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$60K deficit but maintained a positive net asset balance of \$4,030K.

BOARD ACTIONS:

- October 20, 2008 - Approved Thurgood Marshall Academy PCS's accountability plan
- June 15, 2009 - Approved Thurgood Marshall Academy PCS's enrollment ceiling increase request

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	4.00%	29.33%	52.00%	14.67%	5.33%	22.67%	61.33%	10.67%

SECONDARY SCHOOLS

Washington Latin PCS

4115 16th St, NW 20011 | Ward 4 | (202) 223-1111

DESCRIPTION: A challenging, classical education focused on Latin.

School Data		Student Demographics %	
Grades Served	5–9	African-American	52
Fall 2008 Enrollment	349	Hispanic/Latino	9
Re-Enrollment Rate (%)	77	Caucasian	30
Average Attendance (%)	96	Asian/Pacific Islander	8
Students Suspended (%)	10	Other	0
Students Suspended 5+ days (%)	1	Low Income	18
Truancy (%)	1	Special Education	3
Student/Teacher Ratio	8 to 1	English Language Learners	3

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The school emphasizes an instructional program grounded in a core classical education focusing on Latin. There are five core subjects in grades 5 through 9. These core subject courses are guided by a textbook series, for English, Math, History, Science and Foreign Languages. The National Standards for Mathematics and the Foss Science inquiry-based method is used to augment both the mathematics and science instructional programs. There is a course syllabus for each subject area at each grade level handed to parents. While these documents provide some structure to ongoing lesson planning, the school is working on Curriculum Mapping based on Wiggins/McTighe’s Understanding by Design’s Essential Questions and the infusion of a ‘classical contemporary curriculum’ to create a foundation in Literacy, Mathematics, Science, and Critical Thinking. The end result of the curriculum process that begun at the end of school, June 2008 by the Curriculum Team is the development of sketchy incomplete curriculum documents that do not span all content areas and all grade levels. This undertaking is insurmountable and with the size of the Instructional Team it will take years to complete the development of a clearly defined curriculum. Therefore, in that it is essential that teachers consistently know what to teach and what students should know and be able to do, it is recommended that the Leadership Team download from the District of Columbia Public Schools, Office of Academic Services: Division of Standards and Curriculum <http://www.k12.dc.us/dcps/standards/curriculum/grades5-12> and integrate classical practices and textbook publisher supplemental resources that augment the instructional program or implement existing curriculum from an entity such as Roxbury Latin. This will allow the Curriculum Team time to revise the curriculum to meet the expectations outlined in the mission.

Instruction: The Washington Latin’s school instruction has implemented two different instructional strategies or foci. In the lower grades (5th-7th grade) it is primarily direct instruction through drill and memorization. In the upper school (grades 7–9) teacher instruct students using the Socratic Method. Teachers reported the need for professional development in the Socratic Method. Classrooms at the lower school revealed that students were actively engaged with hands-on activities, group work, responding to higher order questioning. Presentations in upper school revealed more textbook pencil and paper activities. The school has made great strides in the areas of special education and ELL. Teachers are certified and experienced staff has been hired to provide services to student with disabilities as well as ELL students. Teachers expressed a lack of planning time during the school day and an inability to meet with teachers both vertically and horizontally. There is also a need to develop a professional development yearly calendar that identifies areas of PD. Although a significant number of teachers returned to Washington Latin this school year, there were 24 new teachers. Leadership needs to continue to provide the extra attention and help needed by first year teachers.

Assessment: The school currently uses diagnostic and placement tests in mathematics, the National Latin Exam, the required DC CAS, and informal assessments. Beyond placing students in math tracks and support programs, the use of formal assessment data is underdeveloped. Data are not analyzed to identify trends in the performance of student groups. While there is limited availability of school-wide student data to faculty members, teachers are not required to actively analyze assessment results and adapt practice based on such analyses.

Washington Latin PCS (continued)

School Climate: The Washington Latin Public Charter School is a safe and orderly environment where students, parents and staff feel safe and students are actively and creatively motivated to learn. Class sizes were small, however, all stakeholder believe the school currently lacks an adequate, single campus location for all academic, extra-curricular and social activities. Teachers and students exhibit detailed understanding of the Code of Student Conduct and believe it is equitably administered. Teachers and students also believe they are celebrated and acknowledged in meaningful ways regarding their accomplishments. Students reported their teachers genuinely care about them, offer many opportunities for extra help and develop appropriate relationships with them while making learning relevant and enjoyable. Parents reported their satisfaction with the availability of the teaching and administrative staff and believe communication between home and school is outstanding. Additionally, parents reported they are satisfied with the instructional program and the detailed report card format.

Governance and Management: The board and administration demonstrate a deep commitment and understands the need to cross the bridge from the school's vision to academic and operational reality. Passionate Board members have provided significant resources to accomplish the mission of the school, which includes educating its students to become competitive citizens. The acquisition of a curriculum that links instructional guides and assessments as teaching tools that better inform academic decisions as well as provide potential indicators of success on the DCCAS must continue to be the core work, conversation, and collaborative effort of Board members, administrators, and staff. Doing so will provide an opportunity for consistency in teaching and learning as the enrollment increases, grades are added, and additional staff is acquired. In light of the plethora of academic challenges, the school-based administrative team is in need of additional professional development and training in data-driven assessment in order to manage a cohesive academic program. While school administration itself stated to the team that the professional development and guidance of staff are key needs of the school, direction given to faculty and support of their day-to-day work is limited. Teachers report minimal feedback on their instructional practice. The Board must continue to develop and strengthen itself in order to properly and thoroughly oversee school operations and its leaders. Additionally, the Board has not implemented critical recommendations from last year's review; most notably, the evaluation of its Executive Director a formal review of the school's curriculum, and a policy manual. Even though the Board has developed policy documents, the completion of a policy manual should also be a Board priority. Pivotal to the Board leveraging its expertise is the continuation of formal/written reports provided by the Principal and the leadership team to the Board on the school's performance and, thereby, keep the Board well informed on the role, value and results of assessments and other indicators of achievement. Then and only then, with all the necessary information before them, can the Board respond best, marshaling all of its resources for the school so that it can fulfill its mission.

FINANCIAL MANAGEMENT REVIEW:

- FY2007 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2007 with a \$369K surplus decreasing its cumulative net asset deficit to \$12K.
- FY2008 data was not finalized at the time this report was generated.

BOARD ACTIONS:

None

SECONDARY SCHOOLS

Washington Latin PCS (continued)

UNIQUE ACCOMPLISHMENTS:

- One of our students won regional recognition in Poetry Out Loud, a national recitation project; another student was selected as a winner of the Arena Stage 2009 Student Playwrights Project.
- We took the entire school to see Shakespeare's *Twelfth Night* after reading the play and having members of the Shakespeare Theatre work with our students in their English classes.
- Our 7th-9th graders performed Mary Zimmerman's *Metamorphoses: A Play*, a modern play based on classical mythology.
- Each grade spent a day at Calleva Outdoor Adventures in their experiential learning program

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	2009	–	20.41%	61.22%	18.37%	4.08%	16.33%	34.69%	44.90%
6	2009	–	14.49%	65.22%	20.29%	2.90%	18.84%	39.13%	39.13%
7	2009	1.33%	14.67%	49.33%	34.67%	–	13.33%	45.33%	41.33%
8	2009	–	21.18%	61.18%	17.65%	3.53%	16.47%	61.18%	18.82%

SECONDARY SCHOOLS

Washington Math, Science & Technology PCS

1920 Bladensburg Road, NE 20003 | Ward 5 | (202) 636-8011

DESCRIPTION: A college preparatory high school integrating math and science with technology and a liberal arts curriculum.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	100	African-American	99
Fall 2008 Enrollment	354	# of June 2009 Graduates	95	Hispanic/Latino	1
Re-Enrollment Rate (%)	89	# of Students Taking College Entrance Exams	91	Caucasian	0
Average Attendance (%)	95	College Acceptance Rate	98	Asian/Pacific Islander	0
Students Suspended (%)	1	# of Graduates Receiving Scholarships	75	Other	0
Students Suspended 5+ days (%)	0	Total Scholarship Dollars	\$3,347,504	Low Income	100
Truancy (%)	0			Special Education	8
Student/Teacher Ratio	18 to 1			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: WMST has developed a curriculum framework for Algebra I and biology that provides exemplars for other subjects. The school has also mapped out a four-year vertical sequence in math and science that delineates pathways for students' course selection and matriculation. Students have access to seven college-authorized AP courses and can enroll in advanced technology courses that culminate in certifications. School leaders acknowledge that curriculum development is a work in progress and plan to address other subjects in the spring of 2009. While curriculum revision happens regularly, there are no school-wide systems in place to capture modifications and document revisions. The school does not provide a complete physical education program per OSSE physical education standards.

Instruction: The review team observed countless collaborative and collegial interactions among staff members that emphasized student achievement. A range of instructional initiatives is in place to support all students, including a summer bridge program, a reading strategies course for all 9th graders and after-school tutorials. Smaller class sizes individualize instructional opportunities and foster active student participation. Additionally, teachers were observed making instructional connections and proactively managing classrooms with respect. Technology is an essential element of the instructional program at WMST and teachers all described methods to infuse technology across disciplines. While teachers all reported feeling supported through professional development, classroom observations indicate that differentiation of instruction remains a challenge in most classrooms. All teachers have dedicated common planning time by discipline and referred to the collaboration that takes place during these meetings. However, the school does not implement a system to document the outcomes of said meetings as teachers work towards accomplishing their departmental goals.

Assessment: WMST is committed to assessment for learning and implements several assessment instruments such as TeenBiz, APEX, Plato and DC-CAS to confirm students' strengths and uncover areas needing attention. Students take the same core subject-area exams at the end of each quarter and final exams at the end of the school year. All assessment data are widely available and teachers use these data when discussing student progress. Teachers also described informal assessments as a key underpinning of the assessment system. As the school grows, school leaders plan to institutionalize processes for more coherence. Presently, there are no consistent procedures to document the use of data for instructional planning, and lesson plans vary in consistency and content.

School Climate: WMST provides a vibrant, nurturing and orderly learning environment for all students. Faculty and staff have created a respectful culture that supports the physical and emotional safety of all students. The school has employed a security staff to monitor the hallways and the review team observed school administrators greeting students in

Washington Math, Science & Technology PCS (continued)

the morning and escorting them to buses as they depart each day. Parents expressed complete satisfaction with the school and commented on their appreciation for academic opportunities available to their children. Overall, the review team observed a dynamic environment conducive to teaching and learning with students' academic achievement at its core.

Governance and Management: The Board of Trustees fully understands and is committed to the mission of WMST and works tirelessly to secure resources, negotiate partnerships and expand outreach efforts in support of it. The Board is comprised of experts in various sectors—finance, legal, real estate, education; it meets monthly to provide stewardship of the school. Student achievement is at the crux of all Board decisions and an evaluation of the principal is based on the school's academic performance. Recent changes in school leadership have occurred seamlessly due to the following: a thorough search to identify an immensely qualified leader, transition plan to keep the outgoing principal and vice principal involved as advisors, and the expansion of the school leadership team to address all areas of school programming. .

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$188K deficit reducing its net asset net asset balance to \$2,050K.

BOARD ACTIONS:

- February 23, 2009 - Granted full charter continuance to Washington Math Science & Technology PCS.
- June 15, 2009 - Conditionally approved Washington Math Science & Technology PCS's IB curriculum change

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	4.88%	43.90%	45.12%	6.10%	14.81%	41.98%	32.10%	11.11%

SECONDARY SCHOOLS

Young America Works PCS

6015-17 Chillum Place, NE 20011 | Ward 4 | (202) 722-9295

DESCRIPTION: A year-round high school program that focuses on developing and cultivating students into well-rounded, productive citizens.

School Data				Student Demographics %	
Grades Served	9–12	2008 Graduation Rate (%)	97	African-American	97
Fall 2008 Enrollment	322	# of June 2009 Graduates	44	Hispanic/Latino	3
Re-Enrollment Rate (%)	65	# of Students Taking College Entrance Exams	40	Caucasian	0
Average Attendance (%)	76	College Acceptance Rate (%)	66	Asian/Pacific Islander	0
Students Suspended (%)	16	# of Graduates Receiving Scholarships	14	Other	0
Students Suspended 5+ days (%)	8	Total Scholarship Dollars	\$315,000	Low Income	85
Truancy (%)	67			Special Education	16
Student/Teacher Ratio	Data n/a			English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: YAWPCS, with the help of the Schillinger Group, LLC, has begun to task of creating an academic curriculum for the core subject areas. Currently, some curricular components exist for academic content area; however, the components do not amount to a complete curriculum as defined by DCPCSB. Lacking are assessments tied to the content areas, rubrics, pacing guides and sample unit and lesson plans. In the current curricular document, standards are listed by numbers only; they are not written out in a way that clearly identifies essential knowledge and skills to be taught. It is not clear how teachers use the existing curricular materials to determine what they will teach and when. The new certification paths for the CTE are aligned to national standards.

Instruction: The schools documents reflect YAWPCS acknowledgement that instruction is an area of concern. However, there is no written, agreed upon plan guided by a clear and proactive instructional philosophy, uniform lesson plan implementation and agreed upon instructional strategies to strengthen teaching and learning. Teachers are not observed weekly as stated in the SIP plan. With the exception of CTE classrooms, there was limited evidence of hands on instruction, group work or differentiated instruction observed. While there are four special education teachers and other service providers to address IEP goals, there is no evidence of school-wide coordination among general education teachers and special educators in implementing a co-teaching inclusion model, which includes regular co-planning.

Assessment: Teacher created assessments are used to measure student performance, and advisory grades assist in the placement of students needing additional literacy and numeracy support. There is a plan to administer Terra Nova and Buckle Down Math and Reading assessments in the fall and spring, and a Work Keys assessment calendar exists that aligns with the career and technical course portion of the school's program. However, current standardized data, last year's DC CAS, have not been disaggregated, and itemized analyses have not been conducted to more accurately determine the supports students need. No assessment calendar exists for the academic component of the school's program.

School Climate: The interior space is bright and colorful with African masks and artwork adorning the walls, but in stark contrast, the bathrooms are replete with graffiti. However, there appears to be no plan to stymie the graffiti in the rest rooms. The Fruit of Islam (FOI) still manages the security of the building; however, in contrast to the previous Self Study Review's findings, transition between classes—chaotic, loud and frenzied—reflect a lack of active supervision beyond mere adult presence provided by the FOI. The PDR team observed instruction and curricular material that reflected low expectations. Parents and students confirmed this finding, mentioning that the academic classes are not challenging or engaging; they desire AP and honors classes for students who want a more challenging educational experience.

Young America Works PCS (continued)

Governance and Management: The Board of Trustees (BOT) is deeply rooted in the business community and continues to forge beneficial partnerships. The board members (three) who participated in the focus group voiced a level of satisfaction with the direction of the school. They expressed an awareness of the large number of students entering well below grade level, and mentioned the school's attempt to address the low numeracy and literacy skills with before and after school supports and the thirty minute classes fifth, sixth and seventh period. The BOT also expressed concern over the need to hire the fourth principal in four years, yet the school still lacks evaluation tools to measure the effectiveness of school leadership around student achievement and school culture. The school and the BOT do not exhibit the sense of urgency need to address the poor academic performance of students at YAWPCS.

While the entire management team is on probation, the PDR team suggests that the probation be driven by clear financial and academic goals and targets with clear internal and rigorous benchmarks around tracking student growth as measured by standardized formal and informal assessments.

School Improvement: YAWPCS is in year two of school improvement. As part of SIP plan, the school has created time before, during and after school for students at risk of academic failure. However, it is not clear what instructional strategies and support philosophy are utilized during the intervention. There is also no evidence of data driving instruction and monitoring student progress. Before and after school supports are voluntary, and there is no evidence that there is a school-wide emphasis on increasing the before and after school participation levels of students who are in danger of academic failure.

FINANCIAL MANAGEMENT REVIEW:

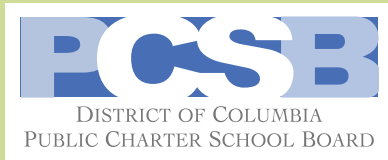
- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$93K surplus increasing its cumulative net asset surplus to \$699K.

BOARD ACTIONS:

- September 15, 2008 - Issued Notice of Concern to City Lights, Young America Works and Mary McLeod Bethune for failure to submit legally-required annual reports
- October 20, 2008 - Lifted Notice of Concern to City Lights and Mary McLeod Bethune for failure to submit legally-required annual reports
- January 26, 2009 - Issued Notice of Concern to Young America Works PCS's regarding attendance and truancy
- March 16, 2009 - Issued Notice of Deficiency to Young America Works PCS regarding attendance and truancy
- June 15, 2009 - Amended Young America Works PCS's previous Notice of Probation for late fiscal reporting to include failure to establish and maintain the required attendance and truancy 3rd quarter rates

PERFORMANCE LEVELS BY GRADE:

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	24.19%	51.61%	20.97%	3.23%	31.25%	57.81%	10.94%	–



District of Columbia Public
Charter School Board

2009 School Performance Reports

Adult/Alternative/ Vocational Education

Carlos Rosario International PCS

1100 Harvard Street, NW 20009 | Ward 1 | (202) 797-4700

DESCRIPTION: An academic program that improves literacy and English language skills, English as Second Language (ESL) proficiency, citizenship knowledge, and GED preparation skills.

School Data		Student Demographics %	
Grades Served	Age 16–Adult	African-American	19
Fall 2008 Enrollment	1613	Hispanic/Latino	75
Re-Enrollment Rate (%)	Data not available	Caucasian	7
Average Attendance (%)	83	Asian/Pacific Islander	5
Students Suspended (%)	N/A	Other	<1
Students Suspended 5+ days (%)	N/A	Low Income	0
Truancy (%)	N/A	Special Education	N/A
Student/Teacher Ratio	Data not available	English Language Learners	10

PROGRAM DEVELOPMENT REVIEW:

Curriculum: Carlos Rosario International Public Charter School has an exemplary curriculum. It has clearly defined goals, objectives, student performance indicators, assessments, and thoroughly developed articulation components. All aspects of the curriculum are consistently aligned with the school's mission, philosophy and national standards for adult education. The faculty's exceptional implementation of all curricular components continues to result in outstanding learner outcomes. There are processes in place to discuss, review, and update the curriculum through research, analyses of data and knowledge of best practices. It is evident that essential knowledge and skills for learners' growth and achievement have been identified, so that all students can be successful.

Instruction: Carlos Rosario's instructional processes support the guiding principles of the school's educational philosophy and mission. The school's mission is augmented by a teaching philosophy which emphasizes best practices in both adult and ESL education. Teachers at Carlos Rosario promote the teaching of critical thinking, life skills and habits, academic content, and personal development by using strategies in the classroom that meet the needs of all learners. The school exhausts opportunities to engage students in real world learning experiences, while teachers, staff, and students work together to create an extremely professional school culture of collaboration, respect, and high expectations for all.

Assessment: Student data outcomes shape the curricula, guide the prescriptive development of course syllabi and instructional delivery systems, and influence student focus and teacher motivation. The standardized pre and post tests (created in-house and copyrighted) determine placement in courses and/or placement at appropriately identified levels of learning difficulty within courses. Assessments are used for comparative achievement in relation to national groups (Immigrants and English Language Learners) and in relation to other populations. Assessments not only provide information to facilitate student success in coursework, but success in the school experience for the adult learner population, and in job and workforce skills, as well. It is evident that the qualitative data analysis reflection process, in which teachers engage, results in conceptualizing and monitoring their own understanding of how to use formal data in order to inform instruction.

School Climate: Carlos Rosario provides a family-like environment where a sense of community, pride and dedication to a common mission are strong. Student, teacher, and staff surveys indicate an exemplary level of satisfaction with the school. School leadership fosters an academic learning climate that actively supports faculty, staff and students in their professional and academic growth. Student and staff accomplishments are regularly recognized and celebrated. School leadership ensures that the school learning environment is safe, orderly and inviting.

Carlos Rosario International PCS (continued)

Governance and Management: The Board of Trustees is committed to fulfilling the mission of the school and articulates a clear understanding of the school design. The Board has left no stone unturned in its exhaustive efforts to ensure that the school functions at the highest possible level of excellence. Towards that end, the Board has also formed committees to address all areas of governance. The Board liaison with the Student Government Association is himself an alumnus and successful community business executive. Another significant initiative that the Board has pursued is the development of an Alumni Association, as it plans for greater growth, expansion, and ensured sustainability.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements
- The school concluded FY2008 with a \$438K surplus and increased its net asset balance to \$11,300K.

BOARD ACTIONS:

- January 26, 2009 - Granted full charter continuance to Carlos Rosario International PCS.
- June 15, 2009 - Approved Carlos Rosario International PCS's enrollment ceiling increase request

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

LAYC YouthBuild PCS

3014 14th Street, NW 20011 | Ward 1 | (202) 319-2236

DESCRIPTION: Serves young people aged 16–24 who have dropped out, aged out, or been expelled from traditional high schools.

School Data		Student Demographics %	
Grades Served	Adult	African-American	50
Fall 2008 Enrollment	86	Hispanic/Latino	50
Re-Enrollment Rate (%)	41	Caucasian	0
Average Attendance (%)	76	Asian/Pacific Islander	0
Students Suspended (%)	14	Other	0
Students Suspended 5+ days (%)	0	Low Income	3
Truancy (%)	N/A	Special Education	3
Student/Teacher Ratio	15 to 1	English Language Learners	52

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The textbooks for the GED and the vocational education courses drive the curriculum at YB PCS. The table of contents of the texts, which teachers use as scope and sequence, outlines the skills that the students need to pass the GED and the construction course. The mission is reflected in the courses taught and teachers adhere to the courses designed for the unique population of the school. Teachers supplement teaching with some of their own resources, materials and supplies. Student scores are analyzed for grouping purposes and skill attainment but there was little evidence that data drives adjustments in scope and sequence or course presentation.

Instruction: The YB PCS removes language barriers by providing bilingual instruction and ESL training to students. This also responds to the growing need for bilingual English/Spanish speakers in many career fields. The school is training on Quantum Learning for effective instructional strategies, which includes a Special Education component that provides inclusion strategies. The on-site construction work phase of the curriculum provides the students with valuable job training experience. There are additional support services such as tutoring, counseling, preparation for college assistance, as well as training in Life Skills. Teachers have planning time one afternoon a week plus Wednesday. Collaborative planning time using data to inform instruction is in the developing stages. The school provides PD throughout the year with emphasis on topics that will help the school to achieve its mission.

Assessment: Youth Build PCS assists students in obtaining their GED while receiving on the job training in the construction field. The Test of Adult Basic Education (TABE) is used for placement and grouping of students. This assessment is administered three times a year and also indicates student progress toward GED goals. Steck-Vaughn is used for the Pre-GED assessment. Teachers use other assessments as well to check for student understanding. Moreover, students are assessed on construction training competencies of OSHA and NCCER. Depending on their English proficiency, ESL students are assessed in Spanish or English. Special Needs students are identified and evaluated. Teachers are not immersed in assessment to inform instruction and the particular needs of each student, so more monitoring and PD is needed in that area.

School Climate: Youth Build PCS promotes a safe and positive learning environment where teaching and learning is valued and supported by all stake holders. Staff and students treat each other with respect; students know what is expected of them and feel empowered to progress toward their goals. The school offers smaller classes, after school tutoring and other supports to increase student achievement. Students are recognized and celebrated for accomplishments in both academic and vocational classes as well as non-academic areas. The students are satisfied with the components of the school and can honestly voice their opinion regarding different aspects of the school. Because of the interaction between staff and students, students feel connected to the school and want to attain their goals. In order to attract and keep young people YB PCS offers students a stipend of about \$7 per hour to compensate students for the construction work, part of

LAYC YouthBuild PCS (continued)

their vocational training, and \$10 per day for classroom instruction. Surveys are not widely used for feedback, although students complete teacher evaluations at the end of each reporting period.

Governance and Management: The Board of Trustees (BOT) upholds and establishes policy through purposeful decision-making that aligns with the school's mission. Beyond currently expanding the facility to allow for more students, the BOT indicated that the long-range plan is to better serve the unique student population for which the school was created. The BOT's varied background and expertise supports its ability to effectively manage the business of the board. In an effort to continue to grow a successful and sustainable school, the board has hired an Executive Director with a strong background in finance and program evaluation. There is a lack of clarity around the implementation of the high school diploma program. Currently, there is not a parent or student board member on the Board. The Executive Director's evaluation is not finalized at this time.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$370K surplus and increased its net asset balance to \$655K.

BOARD ACTIONS:

None

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

MEI Futures Academy PCS (school closed in June 30, 2009)

6000 New Hampshire Ave., NE 20011 | Ward 4 | (202) 349-4054

DESCRIPTION: A 5-day boarding school for teens (aged 14–21) with children.

School Data		Student Demographics %	
Grades Served	9–12	African-American	88
Fall 2008 Enrollment	57	Hispanic/Latino	12
Re-Enrollment Rate (%)	37	Caucasian	0
Average Attendance (%)	49	Asian/Pacific Islander	0
Students Suspended (%)	29	Other	0
Students Suspended 5+ days (%)	15	Low Income	95
Truancy (%)	82	Special Education	18
Student/Teacher Ratio	9 to 1	English Language Learners	14

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: Three significant areas of concern are the school's incomplete curriculum, tentative instructional delivery, and a comprehensive assessment plan. All three lack the content, rigor and monitoring necessary to make learning a challenge. Although the school has invested heavily in the Expeditionary Learning Outward Bound (ELOB) Comprehensive Reform Model, and its Board is committed to its use, relying on the ELOB as a curriculum without a seamless integration with the District of Columbia Standards and benchmark assessments may hinder the school's ability to achieve its goals. Professional Development for teachers seems to be a real priority for the school, but at this point it encompasses a focus on ELOB without a clearly defined connection to literacy and mathematics competencies to ensure that teachers are able to address shortcomings in student learning and achievement.

To be successful, however, MEI Futures Academy will need a complete curriculum aligned to the appropriate standards and a comprehensive plan for sequencing curriculum frameworks for all courses. By executing these steps, MEI Futures Academy will know what its students should know and the order in which they should know it. Furthermore, once the curriculum is developed, aligned and sequenced, the school will best know what resources, in particular, what targeted professional development, its teachers need in order to deliver a high quality learning experience that will enable students to earn a recognized high school diploma.

Finally, the school leadership must develop and implement with fidelity a systematic process for identifying how successful it is in achieving its overall education plan. While some decisions that have influenced the instructional philosophy have been made, the school must take certain steps to ensure that effective teaching occurs uniformly throughout the instructional program and in every classroom. The school must ensure that appropriate, ongoing, monitored professional development is provided regarding the many alternative instructional methods: e.g., expeditionary learning, differentiation, literacy across all content areas, and standards-based instruction.

Assessment: MEI Futures Academy has made efforts to use the Comprehensive Adult Student Assessment System (CASAS) to assess its students' work readiness and levels of performance. It must also develop a comprehensive plan and system to assess its students by: 1) using beginning-of-year and end-of-year standardized assessments; and 2) using formative (interim teacher-made and formal benchmark) assessments throughout the year at pre-determined intervals. Fundamental, yet, critical to the development of a comprehensive assessment plan is documented evidence of a summative account of transcript reviews so that instructional and programmatic decisions about appropriate scheduling of students in correct grade level classes is ensured. Additionally development of a master schedule and the acquisition of supplemental resources must be determined for the attainment of appropriate funding.

The reason for these assessments and the timing of their administration should be well-known to all stakeholders associated with the school. Before any of the above can occur, however, the school must identify what standardized and

MEI Futures Academy PCS (continued)

formative tests best align to the DC Learning Standards. It must also assess the curricular objectives of the school, so that it may fulfill its promise to help its students graduate with a recognized high school diploma. The school must develop a formal, written plan and procedure for administering these assessments, as well as obtain a data management system that will allow it to collect, record, analyze and report students' academic achievements to all stakeholders. Furthermore, it must use the data in a formal process that allows the school to determine if, how, and where the curriculum and classroom instruction are being successful or need to be altered, in order to ensure academic success. It is again recommended that a reading inventory be used, i.e., Scholastic Reading Inventory, to determine students' growth in reading over time.

School Climate: MEI Futures Academy's administration and staff articulate a clear understanding of the required responsibilities and mandates outlined in their charter to develop an academic program that brings together the opportunity for students to receive a high school diploma. The program seeks to integrate life skills and family literacy. However, to ensure the integrity of the charter, the Leadership Team needs to develop and operationalize, by the first month of second semester, a strategic recruitment plan to acquire students for the Pre-School Program. Staff and student relations are generally positive; parents express satisfaction. The Leadership Team expressed a commitment to the vision and mission of the school and believes that the work at hand is to put in place an instructional, operational, and managerial framework that will now allow the implementation of a coherent curriculum and instructional enhancement to meet the needs of the students.

Governance and Management: The Board of Trustees should closely monitor and increase its oversight of the implementation of Curriculum, Instruction, and Assessment recommendations from the 2008–2009 Program Development Review Report with an aggressiveness that holds the leadership accountable for the implementation of actions within a targeted timeframe. Monthly meetings are recommended with the Executive Director and the full Leadership Team to review written reports and hear presentations on the school's overall performance, i.e., all operational and managerial indicators of achievement and progress. The Board should immediately set oversight parameters and direct the Executive Director to complete the application process to operate a day care program within a public charter school setting; thereby, eliminating any opportunity for legal concerns to arise. The Board must continue to develop and strengthen itself to augment its expertise, influence, and productivity, in order to properly and thoroughly oversee the school and its leaders inclusive of but not limited to increasing the number of Board members in order to organize itself into the appropriate standing subcommittees, as required in its charter. Then the Board can ensure that the school is moving toward its performance goals, raising the appropriate capital, monitoring the effectiveness of the leadership of the Executive Director using a formal evaluation instrument and implementing formal processes which effectively communicate advancement and improvements with its constituents.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$331K deficit reducing its cumulative net asset balance to \$163K.
- Going concern. Extreme concern of the organizations ability to exist into perpetuity due to poor liquidity ratio.

BOARD ACTIONS:

- January 26, 2009 - Proposed Notice of Concern to MEI Futures Academy PCS regarding attendance and truancy.
- February 23, 2009 - Approved proposal to revoke MEI Futures Academy PCS's charter effective June 30, 2009.
- April 20, 2009 - Approved charter revocation of MEI Futures Academy PCS, effective June 30, 2009

ADULT/ALTERNATIVE/VOCATIONAL EDUCATION**MEI Futures Academy PCS** (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
10	2009	20.00	60.00	20.00	0.00	60.00	40.00	0.00	0.00

Next Step/El Proximo Paso PCS

1419 Columbia Road, NW 20019 | Ward 1 | (202) 319-2249

DESCRIPTION: An alternative, un-graded secondary school which prepares students to take the GED examination in English or Spanish.

School Data		Student Demographics %	
Grades Served	9–12, Adult	African-American	1
Fall 2008 Enrollment	81	Hispanic/Latino	96
Re-Enrollment Rate (%)	49	Caucasian	0
Average Attendance (%)	79	Asian/Pacific Islander	2
Students Suspended (%)	19	Other	0
Students Suspended 5+ days (%)	7	Low Income	94
Truancy (%)	17	Special Education	6
Student/Teacher Ratio	8 to 1	English Language Learners	93

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: The Next Step’s curriculum design and development process has resulted in three significant curricular documents that are aligned with the District of Columbia Learning Standards and Teaching English to Speakers of Other Languages (TESOL) national standards. All coursework is designed to prepare students to successfully pass the General Educational Development (GED) test in Spanish or English. These curricular documents include a compilation of standards to be addressed and assessed for each Step (one (1)–five (5)); and the beginning stages of a scope and sequence with instructional activities and summative assessments. In addition to the aforementioned, teachers are engaged in a curriculum mapping process as a component of unit development for each of the core content subjects. The school’s process for updating and modifying curricular documents includes weekly “tuning sessions” which require teachers to share and critique student-generated, standards-based products.

Instruction: The Next Step instructional program is designed to prepare young immigrants to master basic academic skills in English and in Spanish in order to earn a GED. The school maintains small class sizes that allow staff to know every student well. Additionally, the school employs staff who are bi-lingual and Spanish teachers who are native speakers of Spanish. Counselors, a full-time Transitional Specialist and other support staff work closely with classroom teacher to meet the varied needs of students who may be at risk of failure. The full-time Special Education Coordinator/Teacher ensures the success of special education students, works regularly with classroom teacher to co-plan and co-teach, and ensures that IEPs (individual Education Plans) are current and complete. The administrative staff provides frequent opportunities for professional development and planning.

However, the team observed during classroom observations, that teachers seldom used differentiated instruction to meet the many varied academic needs of the school’s population. Parents and students voiced a need for students to practice the English language more often during the school day. Furthermore, teacher interviews revealed the school is not in compliance regarding the completion of IEPs within the required 120 day window. Finally, The Next Step School needs to follow its timeline to implement a process that provides ILP (Individual Learning Plans) for all students, incorporated with the TLP (Transitional Learning Plans).

Assessment: The Next Step Public Charter School administers a number of assessments such as TABE 9 & 10, Woodcock Johnson and WIDA/WAPT. The TABE is administered three times a year as a placement test. The test is aligned to the 2002 version of GED and provides both norm and criterion referenced data. Similarly, the school has a limited use of PowerSchool for recording, and disseminating student performance data to track student academic and non-academic goals. To gauge student progress, formative assessments are administered twice each trimester. The school has both cumulative and disaggregated performance data for TABE and practice GED and the data are shared with teachers during the professional development sessions. To inform staff and parents of student’s progress. While Next Step provides

Next Step/El Proximo Paso PCS (continued)

a mid-trimester progress report and a standards-based trimester report cards, the review team observed limited evidence of student self-assessment and reflection to demonstrate ownership of the learning process. The school provides students with special needs both inclusion and resource-based learning environments, however, it needs to make the process of student identification and service transparent.

School Climate: The Next Step Public Charter School is an attractive and well-maintained learning environment. The review team observed students as cooperative and enthusiastic in their desire to learn; and noticed that teachers treat students with respect and facilitate positive interaction with and among students. Parents consider the school as culturally and linguistically suitable for their children and expressed that teachers are supportive and motivate their students. Similarly, students value small class size and a supportive learning environment. Teachers indicated that they are supported by the school leadership. While the code of conduct is posted in classrooms, parents are generally not aware of the school discipline policy. The school provides students with study hall and also offers opportunities for students to participate in transition sessions focusing on academic and social readiness. Both students and parents expressed the desire for additional opportunities to learn and practice conversational English.

Governance and Management: The Board of Trustees manages the school in accordance with the school's mission and design and its' membership is diverse with staff and parent representatives, and a chair who is an educator and works with a college GED program. The Board is currently operating with a deficit, but shared plans to focus on resource development and adequate space to support achievement of the school's mission. As currently configured, the Board is not in compliance with the PCSB's mandates regarding a committee organizational structure. The Board also shared that there is not an established procedure for communicating its actions and decisions with the school's significant stakeholders.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- Several significant internal controls deficiencies which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.
- The school concluded FY2008 with a \$222K deficit reducing its net asset balance to \$786K.

BOARD ACTIONS:

- December 15, 2008 - Conditionally approved Next Step PCS's accountability plan.
- June 15, 2009 - Approved Next Step PCS's enrollment ceiling increase request

SPRING 2009 DC-CAS PERFORMANCE:

The DC-CAS is not administered at this school, because the school did not serve students in the grades tested (3rd–8th and 10th).

St. Coletta Special Education PCS

1901 Independence Avenue, SE 20003 | Ward 6 | (202) 350-8680

DESCRIPTION: Serves students aged three to twenty-two years of age who have been diagnosed with mental retardation or autism and/or secondary disabilities.

School Data		Student Demographics %	
Grades Served	Ages 3–22	African-American	88
Fall 2008 Enrollment	225	Hispanic/Latino	7
Re-Enrollment Rate (%)	94	Caucasian	5
Average Attendance (%)	91	Asian/Pacific Islander	0
Students Suspended (%)	1	Other	0
Students Suspended 5+ days (%)	0	Low Income	74
Truancy (%)	1	Special Education	100
Student/Teacher Ratio	3 to 1	English Language Learners	0

PROGRAM DEVELOPMENT REVIEW:

Curriculum and Standards: St. Coletta's uses a combination of methodologies related to multiple intelligences, a thematic project-centered approach, and community based instruction to determine students' individualized curricula to support learning and acquisition of functional life skills. There is a minimal-to-broad connection to DC Standards. Strong student response to this model is evident on observation, in documentation, and anecdotally. While St. Coletta has identified the Syracuse Community-Referenced Curriculum and the Life Centered Career Education curriculum for use in the school, conducted three fall staff development sessions on functional life skills programming, and communicated this information to parents and the Board of Trustees, it has not begun to fully integrate the functional skills curricula or align them with DC Standards. The school has however, established a curriculum committee to oversee and facilitate this process and recognizes that further work is needed.

Instruction: Instruction is delivered to all students via a structural design plan that involves various levels. The school utilizes the IEP to drive theme-based instruction, multiple intelligences, project-centered activities, TEACCH, prompts, verbal praise, community based vocational education programs, and DC Standards when appropriate. Instruction begins with student based-themes and includes appropriate theme activities and materials, community based activities, and data collection. Each theme is subsequently implemented at the appropriate educational level determined by individual student's IEP goals. Through discussions with school leadership, teachers and teaching assistants, there is an inconsistent perception as to the percentage of time teachers are actually engaged in the learning process with direct student instruction. Teaching assistants and paraprofessionals reported little knowledge of the weekly plans and are informed of these plans only through a review over the Internet or through a Monday afternoon meeting with teachers but are responsible for implementing much of the instruction.

Assessment: St. Coletta utilizes a number of formal and informal assessments. Data from DC CAS-Alt and The St. Coletta IEP Management Tool provide teachers with information regarding student performance on a standards based assessment as well as progress on IEP goals and objectives. Data collection provides teachers with daily indicators of student performance with regard to classroom activities. Teachers use portfolios to inform parents of growth on IEP goals and objectives and they are provided in a user friendly format for parents to glean quarterly progress on IEP goals and objectives. A daily communication book provides parents with daily anecdotal information regarding their student's performance. Although data is provided to teachers and parents in a usable format and in a timely manner there is no correlation between various data sets at this time.

School Climate: St. Coletta's is a beautiful school facility that is well maintained, safe and secure. Key cards are required in order to negotiate and access various rooms throughout the building. Students and staff travel throughout the building in an orderly fashion and staff is available to support students when behavioral outbursts may put others at risk. Student

St. Coletta Special Education PCS (continued)

work and theme-based bulletin boards are posted within the houses to highlight student activities and weekly themes. There is evidence of visual schedules in each classroom to help students negotiate their day limiting frustrations and enhancing a climate of support. Although parents indicate a high level of satisfaction with the school's philosophy, mission and program implementation they do wish the school had an accessible playground and an after-school program for working parents.

Governance and Management: The Board of Trustees (BOT) meets on a quarterly basis and is presently structured around committees that include fundraising and education. The board has made great efforts to define itself more clearly and recently participated in a joint retreat with the St. Coletta of Greater Washington Board which serves in a capacity similar to that of a management company. Board members reported that they understand their fiduciary responsibility and see their role as oversight, policy making, fundraising and supporting the various school events throughout the year while the Board of St. Coletta of Greater Washington is seen as having the management responsibilities for the school. An annual joint board retreat is planned. The BOT currently consists of 8 members which is in violation of Charter Law that requires an odd number of members. Having appointed two new board members recently, the Board is considering adding another member or possibly reducing the number of members by one. The Board members expressed the possibility of renegotiating the Memorandum of Understanding in order to admit 8 additional DC residents to the school to fill the eight currently empty slots earmarked for Maryland and Virginia residents. The BOT has responsibility for evaluating the Principal and is working on developing a plan for succession in order to ensure a strong school leadership.

FINANCIAL MANAGEMENT REVIEW:

- FY2008 financial statements (unaudited/audited) conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses were disclosed in the audited financial statements.
- No instances of noncompliance which are required to be reported under Government Auditing Standards were disclosed in the audited financial statements.

BOARD ACTIONS:

- November 17, 2008 - Conditionally approved St. Coletta PCS's accountability plan

UNIQUE ACCOMPLISHMENTS:

- One of three DC schools nominated by OSSE for the 2009 No Child Left Behind-Blue Ribbon Schools Award;
- St. Coletta conducted 11 Saturday and Monday afternoon parent trainings bringing educational strategies for students with disabilities to parents for carryover into the home.
- St. Coletta chosen as a rotation site for Children's Hospital Psychiatry Interns to learn about educational programming for students with disabilities.
- Completion of accessible playground for students;
- Two students placed, 1st runner up and third, in the DC School Garden Week Photo Contest .
- St. Coletta Paraprofessional recognized by Sarah Ferguson , Duchess of York, Today Show segment.
- PTO raised funds to support teacher appreciation week and end of school year family gatherings.
- "From Junk to Funk" Fashion Show – all clothing created by students from recycled materials as a part of the "Going Green Theme" for our High School Students;
- Eleven students selected for HSC Foundation 'Life Enrichment Awards Program' (LEAP) grant to purchase equipment to assist transition aged students.
- Special Olympics awarded St. Coletta "Special Friend Award" for support of the unified basketball program.
- 100 St. Coletta students chosen to participate in the National Football League (NFL) Clinic with NFL players.
- Community Career-Based Training Sites increased to 24 career-based training sites.

ADULT/ALTERNATIVE/VOCATIONAL EDUCATION**St. Coletta Special Education PCS** (continued)**PERFORMANCE LEVELS BY GRADE:**

Grade	Year	READING				MATH			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	2009	0.00	0.00	0.00	100.00	0.00	0.00	0.00	100.00
4	2009	0.00	0.00	11.11	88.89	0.00	0.00	0.00	100.00
5	2009	0.00	0.00	0.00	100.00	0.00	0.00	5.88	94.12
6	2009	0.00	0.00	16.67	83.33	0.00	0.00	33.33	66.67
7	2009	0.00	0.00	0.00	100.00	0.00	8.33	8.33	83.33
8	2009	6.67	0.00	53.33	40.00	6.67	6.67	66.67	20.00
10	2009	0.00	13.33	46.67	40.00	0.00	13.33	33.33	53.33