

DISTRICT OF COLUMBIA BOARD OF EDUCATION

PUBLIC CHARTER SCHOOLS OFFICE

FIVE YEAR REVIEW

SY 1998-1999 Through SY 2002-2003

**ELSIE WHITLOW STOKES COMMUNITY FREEDOM
PUBLIC CHARTER SCHOOL**

DISTRICT OF COLUMBIA BOARD OF EDUCATION
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SY 1998-1999 Through SY 2002-2003

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**DISTRICT OF COLUMBIA BOARD OF EDUCATION
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SY 1998-1999 Through SY 2002-2003

AGREEMENT (Included in Appendix)

The District of Columbia Board of Education (Board) granted a charter for the establishment of the ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL (School) on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the *DC School Reform Act of 1995, as amended (School Reform Act)*. The contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed to determine whether the charter should be revoked for reasons described in § 2213 (a) (1) (B) in accordance with procedures for such revocation established under § 2213 (c) of the *School Reform Act*.

The contract and the approved application for the School, properly amended and submitted as required by the Board constituted a legal and binding agreement between the Trustees and the Board. The charter was signed on July 1, 1998 by the following Board of Trustee members:

Gwendolyn Weaver, Chairperson
Yvonne Wills
Hugh Blackman

INCORPORATION

The School was incorporated on February 10, 1998 and a certificate of amendment was issued on October 2, 1998 to reflect the omission of the phrase, "Said corporation as organized exclusively for charitable, religious, educational and scientific purposes." School was informed in SY 1998-1999 Monitoring Report that the Articles of Incorporation (AOI) cannot include a religious purpose.

SCHOOL FOCUS:

The focus of the ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL has two segments as stated in the AGREEMENT:

- A. "The School shall provide an exemplary academic experience in a small nurturing environment to culturally diverse young children in kindergarten through grade five and shall focus on high academic standards, early foreign language proficiency, multicultural and international education, and students' preparation for citizenship through community service."
- B. "The School will serve up to 60 students in kindergarten and the first grade in SY 1998-1999, increasing to 90 students in kindergarten through grade 2 in SY 1999-2000, to 140 students in kindergarten through grade 3 in SY 2000-2001, to 180 students in kindergarten through grade 4 in SY 2001-2002 to a maximum of 220 students in kindergarten through grade 5 in SY 2002-2003, under the terms of this charter."

TRENDS AND PROJECTIONS OF SUB-GROUPS

Subgroups	Years Ago					This Year (2001-2002)	Years Ahead				
	5	4	3	2	1		1	2	3	4	5
African American	NA	26	54	75	94	114	120	120	120	120	120
Latino	NA	22	22	44	60	100	110	110	110	110	110
Other Ethnic/Racial	NA	0	0	2	3	6	20	30	30	30	30
Immigrant	NA	0	2	18	13	20	25	26	26	26	26
Low-Income	NA	28	64	88	124	157	175	169	160	155	150
LEP/NEP	NA		29	47	70	89	100	104	104	104	104
Zip Codes 20009, 20010, 20011	NA	16	49	90	115	146	150	150	150	150	150
All Other Zip Codes	NA	17	27	31	42	54	100	100	100	100	100
Special Education	NA	0	5	10	15	16	25	25	25	25	25

ELSIE WHITLOW STOKES PCS's diversity is reflected in the students' countries of origin and linguistic backgrounds. Families have roots in the United States, Central and South America, West and East Africa, Asia and Western and Eastern Europe. Other than English, families speak Amharic, French, Mandarin, Spanish, Wolof and Yoruba. The cultural, racial and linguistic background presents challenges in the manner the school works with students and parents. The school routinely provides translation and interpretation services in Spanish and French for all communication and meetings with parents who need such services. Partnerships are being sought with international organizations and agencies. The school seeks to provide cultural exchange opportunities to further expand students' knowledge of other nations.

Diversity is further reflected in students' economic status. The school reports that, recently, higher income families have enrolled their child(ren). A parent survey issued at the Parents' Orientation in August 2002, indicated the top ten reasons parents enroll their children in ELSIE STOKES PCS:

**Top Ten Reasons Parents Choose
ELSIE WHITLOW STOKES PCS**

1. Language immersion program
2. Central role of parents
3. Clear goals for students
4. Community service learning projects
5. Cultural diversity at the school
6. Nurturing environment
7. Value system
8. Safe environment
9. High academic standards
10. After school and summer school programs

While the school initially experienced very high rates of student departures, the rate of student retention has improved dramatically over the past five years.

Reasons for Departure	Years Ago					SY 2001-2002	Future Projection				
	5	4	3	2	1		1	2	3	4	5
Moved from District of Columbia	4	5	2	2	0	NA	2	2	2	2	2
Expelled	1	1	0	1	1	NA	1	1	1	1	1
Transferred to another DCPS	3	6	5	4	5	NA	2	2	2	2	2

MISSION:

The mission of the School is to provide an exemplary academic experience that prepares culturally diverse young students in the District of Columbia to function successfully in ever-changing social and work environments.

SCHOOL GOALS:

- ☛ To help children achieve the highest levels of academic excellence
- ☛ To teach children how to speak, read, write, think and learn in two languages: (1) English & French; or (2) English & Spanish
- ☛ To actively involve students in service to the community while preparing them for responsible citizenship in a multicultural society
- ☛ To increase students' knowledge of and respect for their own and other cultures

KEY CHARACTERISTICS OF STOKES SCHOOL:

- ☐ Small student-staff ratios;
- ☐ A language immersion program (English, French and Spanish);
- ☐ A multicultural student body and faculty;
- ☐ Curricula that focus on how children develop, retain knowledge and that explicitly include the arts, whole language and thematic learning, early second language learning, hands-on math and science experiences, project work, physical education, community service learning and mechanisms for social interaction that develop higher-order thinking and emotional well being; and
- ☐ A commitment to excellence in academic performance, service to community and preparation for citizenship, respect for self and others.

OBJECTIVES

ELSIE WHITLOW STOKES PCS has stated the following performance outcome objectives:

- Students will demonstrate competence in the general, grammatical, stylistic, rhetorical and mechanical skills, conventions and strategies of the writing process
- Students will demonstrate competence in the general skills and strategies of the reading process and understanding of a variety of informational and literary texts.
- Students will demonstrate competence in using the target language to engage in conversations, express feelings, ideas and information to an audience of listeners or readers on a variety of topics.
- Students will demonstrate competence in using a variety of strategies in problem solving, computation, measurement, geometry, statistics and data analysis
- Students will understand the importance of political leadership, public service and democratic citizenry.
- Students will understand the nature of scientific knowledge and scientific inquiry.
- Students will demonstrate developmentally appropriate competency in applying media techniques and processes related to the visual arts and music.
- Students will demonstrate competency in monitoring and maintaining a healthy enhancing level of physical fitness.

FIVE (5) YEAR REVIEW PROCESS

The process for the five-year review began in October 2004. Monitors began with a longitudinal study of documents beginning with SY 1998-1999 through SY 2002-2003. The following major areas to review were assigned to consultants according to their professional expertise:

Governance and Management
Academic Program
Records Management
Human Resource Management
Special Education
Fiscal Management

Dr. Ann Pharr, Management Consultant
Carolyn Kornegay, Curriculum Specialist
Jean Tate, Educational Consultant
Jean Tate, Educational Consultant
Marilyn Underdue, Specialist in Special Education and Related Services
Vanessa Hester, CPA

Monitors examined the major findings and recommendations in each annual monitoring report of the five years. Corrective action by the school was noted on the recommendation for compliance within the next school year. After records were analyzed, the monitors determined which documents needed to be reviewed during a later school site visit. Additional information about the school was disclosed through conversations with key stakeholders. The full cooperation of the school led to finalizing the report of this five (5) year review.

DATES OF MONITORING SERVICE:

October 26, 2004
November 15, 2004
November 23, 2004
January 2005

REFERENCES

- ✓Final Monitoring Reports for SY 1998-1999, SY 1999-2000, SY 2000-2001, SY 2001-2002, SY 2002-2003)
- ✓Accountability Plan
- ✓Education Plan
- ✓Improvement Plan
- ✓Strategic Action Plan
- ✓Self Study Documents, October 2002
- ✓Annual Reports
- ✓Cash Flow Statements
- ✓Bank Statements
- ✓Independent Auditor's Reports
- ✓Public Charter School Agreement with Board of Education
- ✓Articles of Incorporation

DEMOGRAPHY

Name of School: Elsie Whitlow Stokes Community Freedom Public Charter School

Address: 1525 Newton Street, N.W. (SY 1998- spring 2002) **Telephone #** (202) 265-7237 **Fax:** (202) 265-4656
3220 16th Street, NW (Spring 2002 to present)

Email: lindam@ewstokes.org

Web site: <http://wwwewstokes.org>

Period of Charter: July 1, 1998 - June 30, 2013

Years for 5 Year Review: 2003, 2008, 2013

Administrators/Managers:

Executive Director and Founder:	Linda Moore
Director of Education:	Patricia Crain de Galarce
Dean of Students	Bobby Caballero
Office Manager	Antoinette Willis
Business Manager	Dede McClure

Board of Trustees:**5 Year Roster****SY 1998-1999**

Gwendolyn Weaver, Chairperson
John R. Bryant III
Suzanne Forsyth
Alyce Hill, Ph.D
Paula B. Weaver
Hugh Blackman
Yvonne Wills
Margo Bailey
Julia Burwell Overton
Cecelia Paul

SY 1999-2000

Gwendolyn Weaver, Chairperson
Margo Bailey
Erika E. Bryant
John R. Bryant III
Mary Ellen Hanley
Alyce Hill
Anna Mosby
Nigel Parkinson
Cecelia Paul
Peggy Sullivan
Yvonne Wills

SY 2000-2001

Margo Bailey, Chairperson
James Avery, Ph.D
John R. Bryant III
Enrico Cecchi
Fred Edwards
Mary Ellen Hanley
Alyce Hill
Anna Mosby
Nigel Parkinson
Dr. Albert Borg Olivier de Puget
Peggy Sullivan
Tosha Tillman
Gwendolyn Weaver
Yvonne Wills
Maureen Wilson-Jarrard

SY 2001-2002

Margo Bailey, Chairperson
James Avery
John R. Bryant III
Enrico Cecchi
Fred Edwards
Suzanne Forsyth
Alyce Hill
Julienne Johnson
Albert Borg Olivier de Puget
Jennifer Quasdorf
Gwendolyn Weaver
Yvonne Wills
Maureen Wilson-Jarrard

SY 2002-2003

Margo Bailey, Chairperson
James Avery
John R. Bryant III
Enrico Cecchi
Fred Edwards
Suzanne Forsyth
Alyce Hill
Julienne Johnson
Albert Borg Olivier de Puget
Jennifer Quasdorf
Gwendolyn Weaver
Maureen Wilson-Jarrard
Moses Yomi

BOARD OF TRUSTEES:**FIVE (5) Year Overview**

Over the five years, the School has consistently demonstrated that the Trustees are fiduciaries of the school as mandated by the *School Reform Act* and the charter granted to the School. For each year of the review, the Directory of Trustees is complete with member's name, address, phone numbers [home, office, fax, and cell where applicable] and email address. Documents reviewed indicate that the Trustees make final decisions on matters related to the operation of the school. The calendar of regular Board meetings supported by appropriate minutes on file, specify the Board's accountability and fiduciary responsibilities, their provisions for a sound educational program and the assurance that health and safety of students, employees and guests of the school are revisited frequently on the agenda of Board meetings meeting agenda items. One of the upcoming goals for the Trustees is preparing for a successful fifth year review from the Board of Education and positioning the school for acceptable accountability with the federal *No Child Left Behind* legislation.

THE STUDENT POPULATION

In July 1998, ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL received a charter to serve 220 kindergarten through fifth grade students. The charter application outlined an annual growth plan designed to gradually increase the school enrollment by adding one grade and two classrooms annually, until reaching the target enrollment. This gradual growth plan was designed to allow the school to test and refine the administrative, financial, governance and instructional infrastructure required to support the school's operation and ensure that the school's goals are achieved.

Comparison of Projected and Annual Enrollment

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
Kindergarten	30	18	40	27	40	43	40	36	40	50
First Grade	30	17	30	24	40	31	40	50	40	42
Second Grade			30	25	30	21	40	27	40	46
Third Grade					30	26	30	21	40	33
Fourth Grade							30	23	30	22
Fifth Grade									30	28
Total Enrollment	60	35	100	76	140	121	180	157	220	221

The school reports that 83% of third graders have been enrolled in ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL for at least three years; however, 57% of fifth grade students have ben enrolled for the same length of time.

Anticipation is that the rate of student departures from the school will remain low since the school has an established school culture with a nurturing, well-trained faculty and staff. The school's policies and procedures are suitably established and marketing materials clearly articulate the school's mission and programs. Some of the schools enrollment success is attributed to an attractive, well-lit and ideally located facility.

The Board of Trustees has voted to request an extension of the school charter to accommodate an additional 40, sixth grade students, increasing total enrollment to 260 students. The extension will allow the school to serve students throughout elementary school and will increase per pupil funding by a minimum of \$240,000.

REVIEW OF STUDENT RECORDS MANAGEMENT - MAJOR FINDINGS/RECOMMENDATIONS

SY 1998-1999

- Student enrolled met DC residency verification requirements. No out of state students were noted.
- Health records reviewed were in compliance with requirements.
- School calendar reflected 179 instructional days. This does not meet the 180 day minimum requirement. Additionally, there are no make up days added to the school calendar.
- There is no evidence of additional services for LEP/NEP students.

SY 1999-2000

- (14) student enrollment records were review. (7) had complete verification of residency; (6) were incomplete; (1) was a Maryland resident who was a ward of DC court.
- (20) transfers were documented
- (14) health records were reviewed. All had missing health information. (1/chicken pox); (4/dental); (6/ TB screening); (1/hepatitis); (2/H??)
- School calendar reflects 181 instructional days with conditions for an additional 5 make-up days, if needed
- Profiles were submitted for language minority students

SY 2000-2001

- Enrollment and DC verification of residency forms were complete; all were in compliance.
- All students have folders containing a Home Language Survey and Language Assessment Survey Results (where applicable)
- Documentation of services to LEP/NEP was not provided.

SY 2001-2002

- DC proof of residency is on file for all students enrolled.
- Security measures protect student privacy. Administrative procedures are in place for the use of student records.
- Procedures exist for creating, sorting, securing and using academic, attendance and discipline records.
- Student portfolios are available.

SY2002-2003

- Residency verification on file for all students.
- School calendar reflects 174 instructional days. School did not meet the minimum requirement of 180 days of instruction.

REVIEW OF HUMAN RESOURCE MANAGEMENT - MAJOR FINDINGS/RECOMMENDATIONS

SY 1998-1999

- Policy and Procedures manual provides information on hiring, standards and expectations, appraisal process, dismissal procedures and benefits package.
- School has no retirement plan.
- Two staff members were identified as separated from service. A letter of resignation for one staff member is on file.
- No documentation provided that indicated a process for involuntary separation from the school.
- Detail appraisal process was documented.
- Background checks were available for the files reviewed by monitors.
- Roster of employees, employment application, resumes, and personnel policies were on file.
- Early dismissal for students on Wednesdays for weekly staff development
- Topics for professional development were suggested by the monitoring team.

SY 1999-2000

- Staff consists of (12) full time employees; (2) part-time; (1) parent volunteer
- 18 staff records were reviewed by monitors; (17) had background checks, resumes, chest x-rays and tuberculin skin reports
- Salary schedules for all staff positions and job descriptions for all categories were made available to monitors.
- Ensure that all personnel has completed the clearance process

SY 2000-2001

- TIAA-CREE Retirement Plan is available to all staff members
- Consistent data provided with reference to staffing and personnel records; i.e background checks, TB Tests, X-Rays
- 23 resumes reviewed in the personnel files
- Appraisal process will begin in February of this school year.
- Comprehensive handbook addressed all personnel policies, standards and procedures. Handbook was discussed with staff during the summer institute.
- Signs addressing equal employment and drug free environment in the workplace are posted in the main office

SY 2001-2002

- Each employee has a personnel folder that contains letter of employment, background check and a signed contract
- Personnel policies were discussed during staff orientation, during which time each person signed for his copy
- The staffing plan matched each employees assignment
- Leave of absence forms for former DCPS employees have been processed and are on file
- Recommended by monitors that the organizational chart include the consultants hired to perform specific functions

SY 2002-2003

- All credentials of staff are available
- School provided a total of 35 days of professional development . Schedule was consistent - (weekly on Wednesdays from 2-5 p.m.)
- Professional development is provided to all staff members

Review Summary

The Board of Trustees ratifies the school's mission statement and reviews it throughout each year as it reviews programs, government and Board of Education policies and ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL policies. The Board communicates the school's mission and programs to the general public and advocates to public officials, funders and the Board of Education on behalf of the school. The Board is responsible for ensuring that the school implements programs and activities that are consistent with the school's mission. Financial planning and oversight remain the responsibility of the Board of Trustees. The Board of Trustees reviews and monitors the curriculum plans, hires and supervises the Executive Director.

Board meeting times are published in the Parents' Handbook. Staff and faculty members attend Board meetings upon request to give program updates. The Director of Education meets with the Board at the September meeting to give a "State of the School" report. The Board has voted to invite the staff and faculty to the portion of its meeting that is devoted to a review of the year's successes and ongoing challenges.

The Board participates in training session provided through the DC Charter School Resource Center. During SY 2002-2003, the Board received training on Board assessment, the implications of the federal *No Child Left Behind* legislation on trustees' accountability and fundraising.

SY 1998-1999

Board of Trustees

- Resumes not available for two members. (List of Board members with names, addresses and telephone numbers, along with designated parent members were part of the Self Study dated October 2002.)
- More information is needed on Board of Trustees function relative to the legal responsibility for economic and educational viability of the school.

Facility

- The school lacked a Certificate of Occupancy and documentation of inspection by the District of Columbia.

Parental Involvement

- More involvement supporting and substantiating parent and community involvement in the school is needed. Some information presented to the monitors as evidence of parental involvement was undated. [i.e. Heritage Day Celebration, school programs and plays, chaperones on field trips and parent workshops] Newsletters and Flyers supporting events for parental involvement were included in Self Study Report -October 2002.

SY 1999-2000

Board of Trustees

- Board of Trustees fiduciary responsibilities are not clearly defined.
- Board of Trustees is non-compliant with the DC School Reform Act that indicates there should be an uneven number of board members. [Updated list of Board members, reflecting an uneven number, was included in a list found among Self Study documents dated October 2002]

SY 2000-2001

Board of Trustees

- The school was incorporated on February 10, 1998 and a certificate of amendment was issued October 2, 1998. Even after the amendment, the school's Articles of Incorporation (AOI) contained the phrase, "Said corporation is organized exclusively for charitable, religious, educational and scientific purposes." The School was informed during monitoring of SY 1998-1999 that the AOI cannot include a religious purpose. No action was taken. Subsequent to the 2000 monitoring visit, school acknowledged that the AOI should be amended to exclude "religious" and would initiate proceedings to amend the AOI. In November 2000, monitors were informed that a document was being sent to the Department of Consumer and Regulatory Affairs requesting a revision in the AOI. In June, 2001, the school reported that the Trustees had voted to amend the AOI, but changes had not been filed.

(continued)

REVIEW OF GOVERNANCE AND MANAGEMENT - MAJOR FINDINGS/RECOMMENDATIONS (continued)

- Trustees have been in violation of the school's Charter and the DC School Reform Act for the initial three years of the school's existence.

Facility

- School has not had the annual fire inspection.
- The school has not had the Certificate of Occupancy upgraded to include Grade 3 population enrolled in SY 2000-2001.

SY 2001-2002

Facility

- Available space (including classroom, rest rooms and special purpose space) meet requirements of the program and enrollment
- School needs written documentation in the Student Handbook that ensures the school provides a drug free environment. [Recommendation was met as evidenced by Student Handbook presented as part of the Self Study - October 2002]

Parental Involvement

- Beginning this school year, the school offered adult and community education classes in English, Spanish French and computer software applications for parents. Classes were taught by parent volunteers.

SY2002-2003

Board of Trustees

- Executive Director assumes responsibility of carrying out Board of Trustees policy.
- Current roster reflects the requirements: (parent members, uneven number of members, with supporting resumes)
-

Facility

- School moved, with a five-year lease, to a 17,000 square foot facility that contains sufficient classroom and office space to accommodate the school's project enrollment
- Fire and Emergency Procedures are provided. School needs a PLAN for fire/emergency evacuation School needs an established fire drill schedule.

THE ACADEMIC PROGRAM - MAJOR FINDINGS/RECOMMENDATIONS

Review Summary

ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL promotes continuous progress for all students as outlined in their charter. Student progress is evaluated in a variety of methods:

- ▶ Houghton Mifflin materials and assessment tools
- ▶ Teacher observations
- ▶ Student's journals writing
- ▶ Quizzes
- ▶ Oral presentations
- ▶ Running Records (used to assess guided reading levels)
- ▶ Student portfolios
- ▶ "Words I Know" (used to assess written vocabulary skills)
- ▶ Language Assessment Scale (LAS) to test written language and vocabulary
- ▶ Stanford-9 Achievement Test

Students, referred to as scholars at the school, keep a portfolio for the academic school year. Samples of student work and reflections are kept in this binder and used to look at progress over time. The portfolios are used in parent-teacher conferences and for the quarterly reports that evaluate students according to the standards of learning in Language Arts, Foreign Language, Mathematics, Science, Social Studies, Art, Music, Physical Education and Character Education.

SAT-9 test results through a four year period are as follows:

April 2000

NCE	Grade 1	Grade 2	Grade 3	Grade 4
Total Reading	48.7	46.3	51.7	47.2
Total Math	52.1	38.9	50.3	38.9
Total Writing			55.8	

April 2001

NCE	Grade 1	Grade 2	Grade 3
Total Reading	54.8	50.1	35.2
Total Math	48.3	51.1	34.5

(continued)

THE ACADEMIC PROGRAM - MAJOR FINDINGS/RECOMMENDATIONS - (continued)

April 2000

NCE	Grade 1	Grade 2
Total Reading	43.3	47.7
Total Math	48.2	50.7

April 1999

NCE	Grade 1
Total Reading	39.8
Total Math	33.8

The overall instructional program is strengthened through the following:

- ☞ Houghton Mifflin's varied curriculum materials and teaching strategies
- ☞ Support from the Learning Specialist who is able to address specific student needs (e.g. writing, phonetic awareness) through increased individualized and small group support
- ☞ The advent of book clubs that increase student choice in the books they read, analyze and discuss.

The school depends on federal and local funding for most school operations and programs. Each initiative below requires monies beyond the per pupil allocation. There is a need to overlap the school's ambitious academic plans with appropriate funding to support the following:

- ✓ Home computers for all students above third grade
- ✓ Adding more books and new technology to the library
- ✓ Strengthening efforts to ensure that every student is literate
- ✓ Adding a program of instrumental music instruction
- ✓ Diversifying the physical education program
- ✓ Expanding community education and literacy programs for parents and other adults
- ✓ Strengthening language immersion program

(continued)

THE ACADEMIC PROGRAM - MAJOR FINDINGS/RECOMMENDATIONS - (continued)

Five (5) Year Review

SY 1998-1999

- Student progress reports are issued to parents quarterly.
- Group instruction in English/Language Arts is based on grade level.
- Supports are available to ensure that students maintain progress toward specific learning goals, including: homework assistance, computer assisted learning, prescriptions for independent learning, peer learning activities, workshops.
- Small classes and small instructional groups were observed.

SY 1999-2000

- Staff development is conducted on a weekly basis from 2:00-5:00 P.M. EACH Tuesday. Monitors reviewed agendas of staff meetings.
- The curriculum document contains identified standards and benchmarks for all grades in mathematics, reading/literature and writing.
- The curriculum focuses on English and Language Arts, social studies, foreign languages, mathematics and science.
- The school has monitored and reported student progress to parents/guardians and provided the necessary services to support students' success.
- The school has submitted a description of the manner in which it will conduct any district-wide assessments.
- Computers were observed in classrooms as well as use of textbooks and supplementary material.

SY 2000-2001

- The curriculum document with identified standards and benchmarks for all grades was reviewed for mathematics, language arts, science and social studies.
- The school added Grade 3 in SY 2000-2001 and instituted a program of continuous progress through the third grade.
- The school calendar indicated quarterly dates for reporting student progress to parents/guardians.
- The school administered the SAT-9 assessment to students in Grades 1-3. Results were not available to monitors this year.
- Evidence of the use of assessment data was observed in the following areas: reading block plan, grade level meetings, students' portfolios of written work.
- A full time counselor was on staff and worked with groups of students on anger management and social skills.
- School began preparation for Accreditation Self Study.

SY 2001-2002

- There is excellent record keeping system of invoices and purchases orders for instructional materials. Students are provided with instructional materials at all grade levels.
- A school calendar and class schedules have been made available to all students and their families. Parent involvement includes an annual retreat with faculty to exchange ideas and find solutions to problems.
- The school organizes professional development orientations/seminars to help staff familiarize themselves with the syllabus. This is part of the ongoing training of the faculty. Professional development folders are kept for individual faculty members.
- An excellent inter-personal and student/faculty rapport was observed. Staff is very involved with students at all levels and the overall atmosphere was conducive to sound academic achievement.
- Teachers encourage students who lack, or are in need of, motivation by inspiring them until such students reach their academic goals.

(continued)

- Every classroom is equipped with at least two up-to-date computer work stations and laptop computers are also available for student use.
- The school provides excellent resources for each course. The individual classes have sufficient numbers of visual aids; library resources are varied and in great quantities.

SY 2002-2003

- The instructional materials and supplies have been distributed to classrooms and students at every grade level as evidenced by actual observations of instructional materials in use as well as invoices for ordered supplies.
- Documentation showed that orientation has been conducted for staff (agendas, sign-in sheets, teacher handbook, professional development schedule, faculty retreat)
- Student progress is assessed through the use of the Stanford-9, Ellsa Targe Language Self-Assessment, Reading Continuum Quarterly, portfolio checklist, student portfolios, teacher notebooks and Student Oral Proficiency Assessment.
- All students with special needs are scheduled for district wide testing. Accommodations for testing modifications are enforced.
- School calendar and student schedules have been distributed to students, families.
- Two computers, printer, television, VCR, tape recorder/earphones, portable radio cassette player and educational software were all available in the classroom. All equipment is operational.
- Standards for mathematics, science, language arts and history are used as a basis for skills content for academic curricula. Current textbooks utilize national standards

SPECIAL EDUCATION AND RELATED SERVICES - MAJOR FINDINGS/RECOMMENDATIONS

Team teaching approach allows for more attention on the strengths and areas in need of additional support for students with challenges. The strategies used include:

- ▶ Teacher Observations, note taking and anecdotal records
- ▶ Communication between teachers, the Director of Education and parents as needed
- ▶ Teacher Assistance Meetings (TAT) designed to focus on student concerns and problem solving
- ▶ Formal and informal evaluations
- ▶ Creation and support of Individual Education Plans (IEPs) in compliance with IDEA requirements

SY 1998-1999

- School has not identified any students for special education services.
- Efforts will be made to accommodate and mainstream students with special education needs. Depending on the level of services required, the school will either purchase those services from DCPS or contract with private entities.

SY 1999-2000

- Eight (8) students identified in special education.
- All IEPs are current.
- All assessments are current and properly documented in folders.
- Only two (2) services were required. They are speech and clinical psychology. Both services are provided accordingly.
- School service providers contracted from private entities or DCPS
- Each student folder contained a sign-off sheet for persons reviewing documents. Services are being provided in accordance with student's IEP.
- Transportation is provided by DCPS. Interviews with parents/teachers and students indicate the service is poor.
- The Special Education Plan is comprehensive with clearly described procedures and time lines.
- Related services are contracted out to "Out Came the Sun" of Rockville, Maryland.
- A clinical psychologist provides the social-emotional services.

SY 2000-2001

- Ten (10) students have been identified for special education services.
- IEPs are in folders in a secured and locked file cabinet.
- Change in provider of related services is noted. Services are currently provided by "Rehab Plus Staffing Group"
- Services provided are in accordance with IEP.
- School's Special Education Plan is a modification of the DCPS Plan.
- Twenty-two (22) LEP and twenty-three (23) NEP students have been identified.
- All students have folders containing the results of the Home Language Survey and/or Language Assessment Scale
- Two bilingual teachers are in each classroom. On Tuesday and Thursday, everything from skill group to lunch conversations can be heard in target language chosen by students' family.

SY2001-2002

- School has fully implemented the inclusion model that was clearly observable by monitors.
- Classroom observations indicated that teachers have excellent classroom management skills. They demonstrated sound educational practices that reflect understanding of social/emotional and academic development of their students.
- School has identified ten (10) special education students.
- All IEPs are current.
- The staff is receiving special education training.
- Provisions are made for assessing and serving students with special needs.

(continued)

SPECIAL EDUCATION AND RELATED SERVICES - MAJOR FINDINGS/RECOMMENDATIONS

- Provisions are made for assessing and reporting student progress.
- The school's Special Education Plan is a modification of DCPS Plan for children with special needs.
- School has determined that the level of services for this special population will be provided by DCPS, contracts with private entities or ultimately build internal capacity on the staff.

SY 2002-2003

- Nine (9) special education students' records were reviewed. This represents 35% of current special education enrollment.
- One out of nine (9) IEP is out of compliance.
- Each student's file was arranged according to DCPS requirements.
- The inclusion model is implemented.
- Students with disabilities are included in district-wide assessments with modification and accommodation as needed
- Standardized assessment - Stanford 9 scores- are used to evaluate students academic progress and determine needed areas of improvement.
- All IEPs are secured in classrooms.
- 100% of the IEP data reviewed had parent notification letters and the appropriate sign offs.
- Through the monitor's interview with the special education teacher, it was suggested that the school consider more special education teachers to assist the school in accomplishing its goals and objectives

REVIEW OF FISCAL MANAGEMENT - MAJOR FINDINGS/RECOMMENDATIONS

Review Summary

A review was conducted of the fiscal findings and recommendations for the periods 1999-2000 to 2003-2004. A list of the findings and improvement plan recommendations for the same periods is reflected. The review results show that, with the exception of issues between the Cash Flow Forecast and Budget vs Actual, the school has made tremendous progress in taking permanent corrective action to ensure that prior year findings were not repeated.

The financial future of ELSIE WHITLOW STOKES COMMUNITY FREEDOM PUBLIC CHARTER SCHOOL appears to be stable. The school has two major financial challenges: (1) diversifying revenue sources to finance planned program initiatives; and (2) acquiring funding to purchase the current or another permanent facility. The school depends on federal and local funding for most school operations and programs. Each initiative below requires monies beyond the per pupil allocation.

- ✓ Home computers for all students above third grade
- ✓ Adding more books and new technology to the library
- ✓ Strengthening efforts to ensure that every student is literate
- ✓ Adding a program of instrumental music instruction
- ✓ Diversifying the physical education program
- ✓ Expanding community education and literacy programs for parents and other adults

YEARS AGO

PER PUPIL ALLOCATION	1998	1999	2000	2001	2002	2003
	\$115,952	\$ 259,659	\$576,660	\$1,181,053	\$1,483,600	\$2,172,384

YEARS AHEAD

PER PUPIL ALLOCATION	2004	2005	2006	2007	2008
	\$2,482,724	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000

(continued)

REVIEW OF FISCAL MANAGEMENT - MAJOR FINDINGS/RECOMMENDATIONS - (continued)

Cash Flow and Budget vs Actual Finding

Issues:

It appears that cash flow projection was a "point-in-time" report, and not updated monthly to coincide with budget vs actual reporting. Thus, when compared to the ongoing budget versus actual report, projected revenues and expenses were inconsistent with the actual revenues and expense by wide margins. Time differences for when actual revenue and expenses occurred attributed to the noted inconsistencies.

This issue was discussed with the school Executive Director and School Accountant during this five year review. They informed the monitor that the Cash Flow statement is not updated periodically throughout the fiscal year. However, they did provide an update for this review. They updated cash flow projection was compared to 12/31/04 bank statements which were also provided during this review process. The updated cash flow reflected an excess of \$1.6 million cash on hand at 12/31/04. This amount was relatively consistent with the bank statement.

The monitor informed the Executive Director and the Accountant of the importance of updating cash flow projections throughout the fiscal year. Additionally, the monitor noted that the updated cash flow projections must be produced and reviewed in conjunction with periodic budget versus action reporting.

Additional Information:

The SY2003-2004 audited financial statement was also submitted for this five year review. The cash balance levels reported as of the year ending September 2004 was consistent with that reflected on the cash flow projection which started October 2004.

SY 1999-2000

- School did not submit documentation of submission to the D. D. Financial Authority for contracts that equal or exceed \$10,000.

SY 2000-2001

- School has not submitted the FY 2000 Financial Audit that was due by January 15, 2001.

(continued)

SY 2001-2002

- The Board of Education should initiate the formation of an audit committee with defined duties and responsibilities
- All annual financial audits are to be completed timely as stipulated in the contract agreement
- Have an OMB-A 133 Audit Performed
- All employees and officers of the corporation that handle the assets should be bonded.
- Develop and implement a policy that prohibits the signing of blank checks.
- All contracts should be reviewed and approved at the Board level and submitted in accordance to with the compliance laws governing contracts over \$24,999.00.

SY 2002-2003

- Develop a new budget that reflects a net asset figure without the calculation error.
- Develop procedures to ensure budget submission to funding authorities and auditors are accurate.
- Since the DC Charter School Center for Student Support Service is no longer administering the 21st Century grant, the cost associated should not be reflected in "Contract Services" expense. A separate expense line item would be less confusing and not give the appearance of distorting the purpose of the expenditure.
- Based on the school's history in using Rehab staffing, it appears that the average cost of these services exceeds \$25,000 and is like to do so in the future. Thus, the contract should be put out for bid.
- The school must put procedures in place immediately to ensure that all bills are paid on time.