

**Charter Review Analysis
DC Bilingual Public Charter School
Based on Charter Review Framework**

Summary

DC Bilingual Public Charter School (DC Bilingual) has been in operation since the fall of 2004. DC Bilingual's mission is to "implement an academically demanding and age-appropriate dual language program designed to foster bilingualism and bi-literacy and promote the development of the whole student." The school denotes its goals to be that all students will: "graduate from fifth grade fully bilingual and bi-literate (in English and Spanish); master curriculum content and concepts, according to the adopted learning standards, taught in both languages; and develop an appreciation for and understanding of cultural and language diversity.

DC Bilingual met the Academic and Non-academic performance standards. In one year, the school made substantial programmatic improvement and subsequent academic performance gains. Subsequently, DC Bilingual met the majority of its "5th Year Targets." The school did not make AYP in reading and math. However, DC-Bilingual made a 30 percentage point gain in math and a 13 percentage point gain in reading, 33.33% and 44.44% respectively. The most recent Program Development Review took place this fall and a summary of the results is attached. See fig. 1.1

Academic

DC Bilingual Public Charter School met 2 of 3 academic standards; thus, the school meets the standard for academic performance.

DC Bilingual did not meet the majority of its academic targets last school year, during the Preliminary Charter Review. The school demonstrates notable progress during the Charter Review. As such, DC Bilingual met 7 of 11 academic targets and scored higher than middle performance on the DC CAS.

Non-Academic

DC Bilingual Public Charter School met 4 of the 4 non-academic targets; thus the school meets the standard for non-academic performance.

DC Bilingual Public Charter School met 6 of 8 annual non-academic targets and has adequate attendance and re-enrollment rates. The target missed did reach 80% of the school-wide average

Organizational – Governance

DC Bilingual demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance.

DC Bilingual's board has managed the school effectively from an operational standpoint. Annual reporting is timely and in accordance with PCSB dates; the school design is implemented with high fidelity; and there appears to be an effective leadership structure in place.

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Organizational – Compliance

DC Bilingual Public Charter School satisfactorily submitted all requested documents for the Compliance Review Initial Screen, thus, meets this standard for organizational performance.

Overall, DC Bilingual's performance in this area has been in compliance with applicable rules, laws, and regulations. There are no areas of concern.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the DC Bilingual Academy Public Charter School has solid fiscal management processes in place. The school's audit reports reflect the establishment of sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2009, the school's net assets approached \$834K up \$562K from FY08 year-ending results. Additionally, the school's liquidity ratio of 4.02 indicates that the school possessed \$4.02 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls to ensure survival into perpetuity.

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Figure 1.1

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Adequate
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Adequate
b. The curriculum aligns with the state and/or national standards.	Adequate
c. The curriculum aligns with school's mission, goals and philosophy.	Proficient
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Proficient
a. The school's curriculum is implemented with fidelity.	Proficient
b. Resources (human/material) are available to support the implementation of the curriculum	Proficient
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Adequate
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Proficient
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Proficient
2.3 The school has a program in place to meet the needs of English Language Learners (ELL). The school is in compliance with implementation of its ELL services.	Proficient
a. The school has a program in place to meet the needs of English Language Learners (ELL).	Proficient
b. The school is in compliance with implementation of its ELL services.	Proficient
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Proficient
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Proficient
b. The school allocates resources (human/material) to address the needs of students with special needs.	Proficient
c. The school provides related services and/ or accommodations for students according to IEPs.	Exemplary
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Proficient
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate
2.7 A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Adequate
a. A system of support is in place for new and struggling teachers.	Adequate
b. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Proficient

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Figure 1.1 continued

Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SiP, if applicable.)	Proficient
a. The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets	Proficient
b. Test results are made available regularly	Exemplary
c. Test results are provided in a useable format	Adequate
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Proficient
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	Adequate
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Proficient
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Proficient
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Limited
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Exemplary
School Climate	
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Exemplary
4.2 The school is a safe and orderly learning environment.	Exemplary
4.3 Parents/guardians and students are satisfied with the school.	Proficient
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Exemplary
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Exemplary
5.3 The Board has ensured strong and stable school leadership.	Exemplary
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	N/A
6.2 Documented progress monitoring of school improvement activities is on-going.	N/A



DC Bilingual Charter Analysis Based on Charter Review Framework

ACADEMIC PERFORMANCE

Criterion #1: The school must attain the majority of the academic performance targets.

DC Bilingual Public Charter School met 7 of 11 annual academic targets.

Overall, DC Bilingual Public Charter School met this criterion.

Criterion #2: The school must achieve no less than the middle performance level in reading and mathematics on the DC CAS.

DC Bilingual Public Charter School met the DC CAS middle performance level requirements in both reading and mathematics.

Reading: 58.26

Math: 53.24

Overall, DC Bilingual Public Charter School met this criterion.

Criterion #3: The school must currently meet the State Education Agency's standard for AYP in reading and math.

DC Bilingual Public Charter School did not meet AYP in reading (44.44%) and math (33.33).

Overall, DC Bilingual Public Charter School did not meet the 2008-2009 AYP targets for reading and math.

OUTCOME: DC Bilingual Public Charter School met 2 of 3 academic standards; thus, the school meets the standard for academic performance.

NON-ACADEMIC PERFORMANCE

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the fourth or fifth year targets.

DC Bilingual Public Charter School has 8 non-academic targets. The school met 6 of those targets. The school exceeded 80% of the 2 missed targets.

Overall, DC Bilingual met this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

DC Bilingual Public Charter School's 5th year target attendance target was 85% or above for Pre-K and 92% or above for K-5 students. The school had an average attendance rate of 90% for Pre-K and 92% for K-5 grades; therefore the school met the attendance rate target.

Overall, DC Bilingual Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

DC Bilingual Public Charter School's enrollment is sufficient to sustain the economic viability of the school.

Overall, DC Bilingual Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

DC Bilingual Public Charter School's student re-enrollment numbers average 84% for 2007-2008 SY and 87% for 2008-2009 SY, thus, should sustain the fiscal viability of the school.

Overall, DC Bilingual Public Charter School met this criterion.

OUTCOME: DC Bilingual Public Charter School met all 4 non-academic performance standards; thus the school meets the standard for non-academic performance.

DC Bilingual Charter Analysis Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

<u>Category</u>	<u>Performance Level/Rating</u>
Meetings and Board Structure	4
PCSB Action	3
Annual Reporting	4
Adequate Resources	4
Implementation of School Design	4
Leadership	3
Operating within Bylaws	4

OUTCOME: DC Bilingual Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance.

DC Bilingual Charter Analysis Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	4

OUTCOME: DC Bilingual Public Charter School demonstrated a fully functioning to exemplary level of compliance in 7 of 7, thus, the school meets this standard for organizational performance.

DC Bilingual Charter Analysis Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

<u>Category</u>	<u>Performance Level/Rating</u>
1. Accounting Policies	4.25
2. Financial Reporting	4.50
3. Internal Controls	4.50
4. Transparency of Financial Management	5.00
5. Fiscal Prudence	4.625
6.	

OUTCOME: DC Bilingual Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.



**5th Year Charter Review
DC Bilingual Public Charter School**

General Information

School Leader:	Wanda Perez	Board Chair:	Gretchen Ellsworth
Enrollment:	286	Location:	Ward 1
Grades Served:	Pre-K to 5	Focus (if any):	Bi-literacy

Points for Discussion and Questions

DC Bilingual Public Charter School is in its 6th year of operation. PCSB placed the school on charter warning based on the results from the Preliminary Charter Review Framework. In one year's time, DC Bilingual made significant strides in its overall program, and results demonstrate smart planning and hard work. Although the school did not make AYP, striking gains were made toward that goal.

- DC Bilingual did not make AYP in reading and math for SY 2008-2009. **What contributed to the 30 point increase in math and the 13 point increase in reading on the DC DCAS? What plans are in place to reach AYP for the 2009-2010 SY?**
- DC Bilingual has recently extended its campus.
 - **What were the anticipated and unanticipated challenges that you encountered in extending the campus?**
 - **What was the schools response to those challenges and what is the current status?**
- DC Bilingual was is scheduled to expand to middle school grades for the 2010-2011 SY.
 - **How prepared is the school to receive students in the new grades?**
 - **What are the challenges and how is the school meeting those challenges?**

**DC Bilingual PCS Charter Review
Performance Analysis**

ACADEMIC PERFORMANCE STANDARDS							
Five Year Target	Performance/Data Provided					Target Met? (5-Year Target)	
	Baseline 04-05	Year 2 05-06	Year 3 06-07	Year 4 07-08	Year 5 08-09	Y	N
75% of Pre-K 4 students will rank at the 45th percentile or above on the readiness criteria for entering Kindergarten	22%	62.5%	66%	69%	82%	X	
75% of Pre-K 4 students will reach proficiency/ mastery levels (raw score of 35 or greater) of emergent language and literacy skills in their dominant language	44%	72.5%	71%	71%	67%		X
75% of Pre-K 4 students will achieve proficiency/ mastery levels (raw score of 35 or greater) in emergent cognitive and academic skills including mathematical knowledge in their dominant language	41%	67.5%	76%	79%	84%	X	
3.5 mean overall proficiency level score for Kindergarten and elementary ELL students in the achievement of proficiency in English language skills		2.0 (baseline)	2.5	3.2	4.0	X	
68 mean score for Kindergarten and elementary students will demonstrate increased proficiency in Spanish oral language skills		53 (baseline)	46.5	57.3	69.6	X	
Achieved no less than the middle performance level on DC CAS in reading.				56.39%	58.26%	X	
74% of students will reach grade level or above proficiency in literacy skills and reading comprehension	34%	45.5%	36%	43%	48%		X
80% of students will reach grade level or above proficiency in literacy skills and reading comprehension	57%	74.5%	77%	71%	69%		X
Achieved no less than the middle performance level on DC CAS in math?				46%	54.94	X	
75% of students will achieve grade-level or above performance in mathematical principles, skills and concepts		59% (baseline)	57%	60%	59%		X

**DC Bilingual PCS Charter Review
Performance Analysis**

ACADEMIC PERFORMANCE STANDARDS							
Five Year Target	Performance/Data Provided					Target Met? (5-Year Target)	
	Baseline 04-05	Year 2 05-06	Year 3 06-07	Year 4 07-08	Year 5 08-09	Y	N
90% of students will score a 3 or better on a 4-point arts rubric		89% (baseline)	92%	85%	90%	X	
Attained majority of Annual academic performance goals?						X	
Achieved no less than the middle performance level on DC CAS in reading and math?						X	
Currently meets the State Education Agency's standard for AYP in reading and math?							X

DC Bilingual met 7 of 11 academic targets and scored higher than middle performance on the DC CAS in both reading and math. The school did not meet the State Education Agency's standard for AYP in reading and math. The school met the 2 of 3 academic performance standards, thus, meeting the overall academic performance standard.

**DC Bilingual PCS Charter Review
Performance Analysis**

NON-ACADEMIC PERFORMANCE STANDARDS				
Five Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5	Y	N
85% average daily attendance rate for Pre-K students 90% average daily attendance rate for K-5 th grade students	91% PreK 92% Elem	91% PreK 92% Elem	X	
90% of families will attend 2 or more school activities	93%	87%		X
90% of families will express satisfaction with school climate, mission and performance (as evidenced by an average satisfaction rating of 3.5 or above on a 5-point scale)	96%	90%	X	
60% of instructional staff members will indicate high levels of satisfaction with their work environment (as evidenced by an average satisfaction rating of 4 or above on a 5 point scale)	67%	50%		X
90% of students will express satisfaction with their school environment (as evidenced by an average rating of greater than 2.0 on a 3-point scale)	97%	96%	X	
75% of instructional staff will provide an average satisfaction rating of 3 or above on a 5-point scale on instructional program and professional development	92%	94%	X	
90% of Pre-K students will reach level II or above in emotional and social competence	91%	97%	X	
75% of students will score above the 50 th percentile rank on a standardized measure of social skills, demonstrating self discipline and respect for self, others and community.	44%	84%	X	

**DC Bilingual PCS Charter Review
Performance Analysis**

NON-ACADEMIC PERFORMANCE STANDARDS				
Five Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5	Y	N
School-wide average within 80% of five year targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2007 – 2008 re-enrollment rate = 84% 2008 – 2009 re-enrollment rate = 87%			X	

Comments:

DC Bilingual met 4 of the 4 non-academic performance standards, thus, meeting the overall non-academic performance standard

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

COMMENTS:

DC Bilingual holds meetings regularly and minutes reflect well established governance practices.

PERFORMANCE LEVEL: 4

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: DC Bilingual received a Charter Warning related to the Preliminary Charter Review.

PERFORMANCE LEVEL: 3

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: DC Bilingual submits its Annual Report timely and in accordance with Board requirements.

PERFORMANCE LEVEL: 4

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: According to Program Development Review findings, The Board has effectively deployed resources to further the academic growth of the school as well as the organizational success through acquiring the additional space to expand the site to two campuses for Pre-K -2 and 3-5 allowing for teacher planning rooms and sufficient classrooms for all students. Additionally, The Board supports the administrative team in their efforts to recruit and nurture bilingual teachers and administrative support staff. The most recent PDR scored the school as Exemplary in this area.

PERFORMANCE LEVEL: 4

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: According to Program Development Review findings, Board members are participating on various committees of the current Middle States Accreditation process inclusive of assessment and leadership/organization; the Board participated in the analysis of the current mission statement as a part of this process. Further, the Board continues to work with the administrative staff to refine and improve the efforts for helping all students become bilingual and biliterate.

PERFORMANCE LEVEL: 4

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: According to the Program Development Review findings, the current leadership is supported by the Board and the former school leader provides continuity and support the site. The Director's leadership was commended by all interview data from students, teachers, parents, and Board Members. Although the school did not meet AYP, DC Bilingual shows progress in its performance.

PERFORMANCE LEVEL: 3

**DC Bilingual PCS Charter Review
Performance Analysis**

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

COMMENTS: DC Bilingual's board composition appears to be aligned in keeping with its bylaws.

PERFORMANCE LEVEL: 4

Accountability Plan Performance Analysis
School: DC Bilingual Public Charter School

Compliance

A school will be a candidate for revocation of its charter following the Charter Review if it demonstrates a low level or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations.

	Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has complied with applicable laws, rules and regulations, as evidenced by Compliance Review Findings in the maintenance of: 1. health and safety regulations; 2. a Certificate of Occupancy documenting an occupancy load that is in keeping with the school's enrollment; 3. insurance certificates; 4. completed background checks for all employees and those who volunteer 10 or more hours per week at the school; 5. an inventory of school's assets that indicates sources of funds; 6. an open enrollment process; and 7. NCLB requirements.	School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: According to the Compliance Review, DC Bilingual has submitted all requested documents with satisfaction.

PERFORMANCE RATING: 4