PCSB

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2015-16
Ten-Year Charter Review Report

Briya Public Charter School

November 16, 2015

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board ("DC PCSB") staff has conducted a charter review of Briya Public Charter School ("Briya PCS") according to the standard required by the School Reform Act ("SRA"), D.C. Code §§ 38-1802 *et seq.*[1] DC PCSB staff recommends that the DC PCSB Board vote to continue the school's charter without conditions.

DC PCSB staff's analysis of the school's goals and academic achievement expectations ("academic expectations") concludes that Briya PCS met all nine of its goals. The school has neither materially violated the law nor its charter, and is in strong fiscal health.

Based on these findings, on November 16, 2015, the DC PCSB Board voted 5 – 0 to continue the school's charter without conditions.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[2] As part of this review, DC PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

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[1] D.C. Code § 38-1802.12(a)(3).
[2] D.C. Code § 38-1802.12(a)(3).
[3] D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

Briya Public Charter School (Briya PCS) began operation in 2006 under authorization from DC PCSB. Briya PCS follows a family-literacy, two-generation model. The school serves adult students and students in pre-kindergarten-3 and -4. It was originally chartered as Education Strengthens Families Public Charter School, and it updated its name to Briya PCS in 2013. Its mission is as follows:

> The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model.

At Briya PCS adults attend English language, computer skills, parenting, National External Diploma Program preparation and civics classes. The adults have children who are simultaneously enrolled in Briya's early childhood program, which is not a charter school, or one of its PK3 and PK4 charter school campuses. Briya currently has campuses located at Bancroft Elementary School and the Mary's Center on Georgia Avenue. Briya also has a facility on Ontario Road.

One of the many unique aspects of Briya PCS's program is the emphasis on parenting and learning together as a family. Parents and children who attend Briya participate in Parent and Child Together ("PACT") time. "PACT time allows parents to apply the concepts learned in parenting classes to assist their children with learning activities in their classroom at the school, at home, and during field trips in the community."[4] During the Qualitative Site Review[5] ("QSR") conducted in the spring of 2015, the QSR team observed parents sharing books with their children and engaging in conversations about the stories.

Another highlight of the program is the emphasis on health and wellness. Briya PCS connects adult and PK students to Mary's Center, which provides health and social services. The Brookings Institute conducted a study[6] about this partnership that was published in July 2015. The study examined various facets of the partnership to determine the success of the Briya/Mary's Center model. Researchers analyzed data related to education outcomes and evidence of healthcare. The researchers noted, "The education and health performance data available strongly suggest that Briya/Mary's Center is having a significant and positive impact on the families it serves."[7]

Summary of Performance

As stated above Briya PCS met all nine of its goals. In addition to the school's goals attainment, DC PCSB also assesses its performance on the Performance Management Framework ("PMF") – a DC

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[4] See Briya Public Charter School 2014-15 Annual Report (p. 2) attached as Appendix A.
[5] See the 2015 QSR attached as Appendix B.
[6] See the full study attached as Appendix C.
[7] *Using Schools and Clinics as Hubs to Create Healthy Communities: The Example of Briya/Mary's Center.* Butler, Grabinsky, Masi 2015 (p. 2)

PCSB tool used to assess charter schools across a common set of measures. The school's overall performance data on the PMF are summarized in the chart below.

Grade Levels	2015-16 Student Enrollment	2011-12 Accountability Plan	2012-13 Accountability Plan	2013-14 Pilot EC/Adult PMF	2014-15 EC/Adult PMF
PK3 and PK4	43	Met 11 of 11 targets	Met 4 of 4 targets	Exceeded 7 of 7 indicator floors; met mission-specific goal	Met 3 of 3 targets
Adult	347		Met 5 of 5 targets	Exceeded 6 of 6 indicator floors	Met 6 of 6 targets

Previous Charter Review

In January 2012, PCSB conducted a charter review of Briya PCS[8]. In that charter review, DC PCSB found that Briya PCS met all 11 targets. The school exceeded its early childhood attendance target of 88% by six percentage points (94%), and it has maintained sufficient enrollment levels to remain economically viable. The school did not commit any known violations of the conditions, terms, standards or procedures set forth in the charter, including no violations relating to the education of children with disabilities; nor did it engage in a pattern of fiscal mismanagement. Briya PCS engaged in generally accepted accounting principles, and was economically viable. Based on this review, DC PCSB Board voted to fully continue the school's charter.

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[8] See the Briya PCS 5 –year review attached to this report as Appendix D.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the review analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the "Charter").

The chart below summarizes DC PCSB's determinations of whether each academic program met their respective goals and academic expectations. These determinations, which are further detailed in the body of this report, are based on the school's performance in the 2011-12, 2012-13, and 2013-14, and 2014-15 school year. In November 2014, the school amended its goals and academic expectations to align with the targets it set in its accountability plans.[9] Per that amendment:

> For school years 2012-13 and before, the school's performance should be assessed using the school's approved Accountability Plans. For school year 2013-14, the school's performance should be assessed using the EC and Adult Education PMFs. For school years 2014-15 and beyond, the school's performance will be assessed according to their revised goals and academic achievement expectations as outlined in this amendment.[10]

Briya PCS's goals and expectations vary from year-to-year, with different targets in place annually. As such the following table includes only goal indicators. Specific goals for each year under review are included in the body of this report.

Briya met nine of its nine goals.

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[9] See Briya PCS 2014 goals amendment board memorandum and attached amendment, attached to this report as Appendix E.
[10] See goals amendment board memo, pp. 1-2.

	Goals and Academic Expectations	Met?
1	Early Childhood Literacy Growth	**Yes**
2	Early Childhood Math Growth	**Yes**
3	Early Childhood Social Emotional Expectations	**Yes**
4	Parent Conference Attendance	**Yes**
5	Adult Literacy Growth	**Yes**
6	College and Career Readiness	**Yes**
7	Adult Attendance	**Yes**
8	Family Reading Journal Outcomes	**Yes**
9	Early Childhood Studies Review Certification Exam Outcomes	**Yes**

1. **Early Childhood Literacy.**

Assessment: **Briya PCS fully met this goal.**

Year	PK Literacy Progress Goal	Goal Met?
2011-12	65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth in language by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 97.2% of students met this goal.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 97.0% of students met this goal.
2013-14	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students who make appropriate growth for their age in literacy/language on the Creative Curriculum Teaching Strategies GOLD assessment will equal or exceed the percentage floor for the corresponding PMF indicator as detailed in the PMF Technical guide for that given year.	**Yes.** 91.7% of the students met this goal, above the PMF floor of 60.0%.
2014-15	At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.	**Yes.** 100% of pre-kindergarten students met this goal.

Qualitative Evidence:

In May 2015, DC PCSB staff conducted a Qualitative Site Review ("QSR") of Briya PCS. The QSR team provided the following evidence related to this goal.

Teachers taught a variety of thematic units in the early childhood classrooms. There were several units of study on display, including transportation, the human body, and balls. Language development was embedded into choice time, circle time, and small group work. The teachers also used games, songs, and questions to introduce new material to students.

2. **Early Childhood Math.**

Assessment: **Briya PCS fully met this goal**.

Year	PK Math Target	Target Met?
2011-12	65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth in math by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 97.2% of students met this goal.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in mathematics on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 92.0% of students met this goal.
2013-14	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in mathematics on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 97.2% of the students met this goal.
2014-15	At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.	**Yes.** 97.4% of pre-kindergarten students met this goal.

Qualitative Evidence:

The QSR team provided the following evidence related to this goal:

In each of the early childhood observations, teachers infused math concepts and skill development. Some examples observed included counting, identifying patterns, and classification. Students voted and worked with the teacher to create graphs and charts of the class results. The teachers also used a variety of math manipulatives to reinforce key concepts with students.

3. **Early Childhood Social Emotional Expectations**

Assessment: **Briya PCS fully met this goal.**

Year	PK Social-Emotional Learning Target	Target Met?
2011-12	65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth in the social-emotional domain by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 100% of students met this goal.

Year	PK Social-Emotional Learning Target	Target Met?
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 97.0% of students met this goal.
2013-14	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in the social-emotional domain by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	**Yes.** 100% of the students met this goal.
2014-15	At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social-emotional learning assessment.	**Yes.** 97.4% of students met this goal.

Qualitative Evidence:

The QSR team provided the following evidence related to this goal:

> Classrooms were decorated with displays of large pictures of each student and their parent, student drawings and writing samples, as well as class rules and center identification. There were interest centers displaying student work as well as bulletin boards with student generated writing in the classrooms and the hallways. Each classroom had rules posted accompanied by corresponding pictures. The teachers encouraged students to use their manners and modeled how to work cooperatively with one another. The teachers often referred to students as their friends.

4. Parent Conference Attendance: 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.

Assessment: **Briya PCS fully met this goal.** In SY2014-15, 100% of parents of pre-kindergarteners enrolled for the full academic year attended at least one individual or group parent conference. This goal was added in prior to school year 2014-15, when the school amended its charter goals, therefore there is only one year of performance data.

5. Adult Literacy Growth
Assessment: **Briya PCS fully met this goal.**

Year	Adult EFL Target	Target Met?
2013-14	50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.	**Yes.** 77.2% of students met this goal.
2014-15	50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.	**Yes.** 69.6% of students met this goal.

Qualitative Evidence:

The QSR team provided the following evidence related to this goal:

> The students were assigned to classes based on their Educational Functioning Level on the Comprehensive Adult Student Assessment System exam. The teachers used a variety of ELL strategies, such as using visuals to represent vocabulary terms, focusing on students' prior knowledge and cooperative learning. The teachers also used graphic organizers to help students learn and organize information.

6. College and Career Readiness

Assessment: **Briya PCS fully met this goal.**

Year	College and Career Readiness Target	Target Met?
2013-14	40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	**Yes.** 88.5% of students met this goal.
	55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship-training program.	**Yes.** 93.4% of students met this goal.
2014-15	40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	**Yes.** 77.9% of students met this goal.
	55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship-training program.	**Yes.** 96.3% of students met this goal.

Qualitative Evidence:

The observers provided the following evidence related to this goal:

> During one of the math classes, the teacher reviewed the information provided within a pay stub with constant references to students' current and future employment. The school currently offers Medical Assistant and CDA skills training programs for their students. These classes are offered multiple times per week.

7. Adult Attendance: In-seat attendance rate at or above 65.0%.

Assessment: **Briya PCS fully met this goal.** The in-seat attendance rate for SY2014-15 was 70.3%.

Adult Attendance Target		
Year	**Target**	**Target Met?**
2013-14	Adult students will attend school at a rate equal to or greater than 65%.	**Yes** The in-seat attendance rate was 71.8%.
2014-15		**Yes.** The in-seat attendance rate was 70.3%.

8. Family Reading Journal Outcomes

Assessment: **Briya PCS fully met this goal.**

Year	Mission Specific Target	Target Met?
2011-12	70% of pre-kindergarten families will score 5 or above on the Family Reading Journal Rubric.	**Yes.** 97.4% of students met this goal.
2012-13	70% of parents enrolled for at least six months will score 5 or above on the Family Reading Journal Rubric.	**Yes.** 79.3% of students met this goal.
2013-14	70% of parents enrolled for at least six months will score 5 or above on the Family Reading Journal Rubric.	**Yes.** 77.9% of the students met this goal.
2014-15	70% of parents enrolled in the ESL/ Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	**Yes.** 86.2% of the students met this goal.

Qualitative Evidence:

The QSR team provided the following evidence related to this goal:

> Each campus has weekly Parent and Child Time (PACT) classes and story time for families to engage in reading together. During this time families often completed the Family Reading Journal rubrics tracking reading strategies used. This rubric is used school wide. There are six levels of basic, intermediate, and advanced literacy classes available for adult students to take. The QSR team observed parents and children reading, learning together, and completing their reading journals in the classroom during the weekly story time

9. Early Childhood Studies Review Certification Exam Outcomes

Assessment: **Briya PCS fully met this goal.**

Year	Mission Specific Target	Target Met?
2011-12	70% of adult students who complete 120 hours of Child Development Associate (CDA) instruction will pass the certification practice exam.	**Yes.** 81.0% of students met this goal.
2012-13	70% of Child Development Associate (CDA) students who take the Early Childhood Studies Review certification exam will pass the certification exam.	**Yes.** 88.0% of students met this goal.
2013-14	70% of Child Development Associate (CDA) students who take the Early Childhood Studies Review certification exam will pass the certification exam.	**Yes.** 100% of the students met this goal.
2014-15	50% of Child Development Associate (CDA) students who take the Early Childhood Studies Review certification exam will pass the certification exam.	**Yes.** 92.0% of the students met this goal.

Qualitative Evidence:

The QSR team provided the following evidence related to this goal:

> The school offers daily classes for students to earn a Childhood Development Associate (CDA) or Medical Assistant (MA) certificate. During the observation of the CDA class, students used study materials from the Council for Professional Recognition in the classroom to begin the preparation for the Early Childhood Studies Review certification exam.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[11] The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school's compliance with various requirements from 2011-12 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2011-12 to present[12]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[13] and the school must distribute such policies to students and parents.	Compliant since 2011-12
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[14] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	In 2011-12, Briya PCS was missing a background check for one employee. The school has been compliant in this area since 2012-13.
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12

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[11] D.C. Code § 38.1802.12(c).
[12] See Briya PCS 2010-11 – 2014-15 Compliance Reports, attached to this report as Appendix F.
[13] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[14] D.C. Code § 38.1802.04 (c)(4)(A).

Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2011-12
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2011-12
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	N/A[15]
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2011-12
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

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[15] The ESEA does not apply to Briya PCS because the act only applies to elementary and secondary institutions.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

The school had outstanding Determination and Findings forms, however it has recently submitted the required documentation to become compliant. Moving forward DC PCSB will continue to monitor the school's submission of the Determination and Findings forms and encourages the school to implement a reporting system so that it remains in compliance with this requirement.

Year	Qualifying contracts executed by Briya PCS	Corresponding documentation submitted to PCSB
2011-12	5	5
2012-13	4	4
2013-14	6	6
2014-15	1	1

*Based on preliminary review. Procurement data will be verified as part of the audit submission.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[16] ("IDEA") and the Rehabilitation Act of 1973. The following section summarizes Briya PCS's special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education ("OSSE") monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Briya PCS's special education compliance are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[17] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

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[16] 20 USC §1413(a)(5).
[17] As required by federal regulation 34 CFR § 300.600(c).

Briya PCS's Annual Determination compliance performance is detailed in the table below. [18]

Year	Percent compliant with audited special education federal requirements	Determination Level
2011	90%	Meets Requirements
2012	106%[19]	Meets Requirements
2013	94%	Meets Requirements

(2) On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 95% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEA's are responsible for being 100% compliant with student-level indicators and LEA-level indicators in On-Site Monitoring Reports.) [20]

In 2011, OSSE published an On-Site Compliance Monitoring Report of Briya PCS based on the school's performance in 2011-12.[21] The school's results were as follows:

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[18] See Briya PCS annual determination reports, attached to this report as Appendix G.

[19] The school's compliance rate is over 100% because OSSE issued a "bonus" compliant indicator – not having any longstanding noncompliance issues from FY2009, FY2010, or FY2011.

[20] If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

[21] See 2014-15 On-Site Monitoring Report Attachment, attached to this report as Appendix H.

On-Site Monitoring Report LEA-Level Compliance		
Compliance Area	**Compliant?** (If school is noncompliant, the area of noncompliance is noted)	**Corrected?**
Extended School Year	Compliant	N/A
Least Restrictive Environment	Compliant	N/A
Individualized Education Program ("IEP")	Compliant	N/A
Data	Compliant	N/A
Fiscal	Noncompliant in the following: • LEA Followed Procurement Procedures	Yes.

On-Site Monitoring Report Student-Level Compliance		
Compliance Area	**Compliant?** (If school is noncompliant, the area of noncompliance is noted)	**Corrected?**
Initial Evaluation and Reevaluation	Compliant	N/A
IEP	Noncompliant in the following: • Parent Invited to IEP Meeting	Yes.
Least Restrictive Environment	Compliant	N/A

(3) Quarterly Finding (Special Conditions Reports)

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEA's compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. **Because Briya PCS only educates children in grades PK3-PK4, it is monitored for compliance with initial and reevaluation timelines only and has been fully compliant in these areas since April 2012.**

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

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

As of July 2015, the Blackman Jones Database shows Briya PCS has no HODs or SAs.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[22]

As part of the charter review process, PCSB reviewed Briya PCS's financial records regarding these areas. PCSB finds that there are no grounds to revoke the school's charter based on this standard.

SUMMARY OF FINDINGS

Briya PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed as a part of the summary for this review dates back to the 2011 fiscal year ("FY"). Briya PCS has been identified as a moderate or high fiscal-performing school by PCSB since FY11. The consistent performance reinforces the school's financial stability and the quality of management's decisions. The school does not warrant any concerns for long-term economic viability or fiscal mismanagement based on the information currently available to PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Briya PCS's financial information over the past four fiscal years. Enrollment has doubled over the last four years to 478 students in FY14 from 239 students in FY11. The school does not have any long-term loans. However, its financial statements reflect a 30-year lease obligation associated with its rental agreement with Mary's Center for Maternal and Child Care, Inc. The lease can be terminated with written notice six months in advance of the desired date and written approval from the landlord. This arrangement is a positive consideration as it provides the school with financial flexibility.

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[22] See D.C. Code § 38-1802.13(b).

	Audit Year			
	2011	**2012**	**2013**	**2014**
Audited Enrollment	239	395	436	478
Total DC Funding Allocation	$ 2,620,402	$ 4,097,628	$ 5,156,544	$ 5,779,556
Total Federal Entitlements and Funding	$ 614,681	$ 132,724	$ 16,430	$ 124,865
Unrestricted Cash and Cash Equivalents on 6/30/14	$ 4,833,733	$ 6,254,916	$ 7,686,299	$ 1,166,760
Total Assets	$ 5,678,107	$ 8,616,561	$ 10,110,342	$ 11,512,339
Total Current Assets	$ 5,038,024	$ 6,318,272	$ 7,720,120	$ 9,296,481
Total Liabilities	$ 267,574	$ 1,960,515	$ 2,129,758	$ 2,293,390
Total Current Liabilities	$ 267,574	$ 291,692	$ 493,363	$ 675,940
Net Asset Position	$ 5,410,533	$ 6,656,046	$ 7,980,584	$ 9,218,949
Total Revenues	$ 3,356,477	$ 4,355,970	$ 5,517,327	$ 5,779,556
Total Expenses	$ 2,165,139	$ 3,110,457	$ 4,192,789	$ 4,541,191
Change in Net Assets	$ 1,191,338	$ 1,245,513	$ 1,324,538	$ 1,238,365

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past four years. Spending levels for salaries and benefits as a portion of revenues have increased to 56% in FY14 from 42% in FY11. This is reasonable given the increase in enrollment. Additionally, the school's spending level is closely aligned with the 60% median for the sector. Spending in other categories has remained consistent. As a result of the increased spending on personnel, the school's operating margins have decreased to 21% in FY14 from 35% in FY11. The 21% margin remains greater than the sector average of 5%.

	Audit Year			
	2011	**2012**	**2013**	**2014**
Total Personnel Salaries and Benefits	$ 1,397,680	$ 2,006,013	$ 2,828,904	$ 3,246,311
Total Direct Student Costs	$ 115,379	$ 137,292	$ 197,849	$ 236,464
Total Occupancy Expenses	$ 273,543	$ 491,091	$ 483,561	$ 528,189
Total Office Expenses	$ 9,881	$ 25,931	$ 46,712	$ 33,785
Total General Expenses	$ 368,836	$ 450,130	$ 635,763	$ 496,442
Operating Surplus/(Deficit)	$ 1,191,158	$ 1,245,513	$ 1,324,538	$ 1,238,365
	as a percent of revenue			
Total Personnel Salaries and Benefits	42%	46%	51%	56%
Total Direct Student Costs	3%	3%	4%	4%
Total Occupancy Expenses	8%	11%	9%	9%
Total Office Expenses	0%	1%	1%	1%
Total General Expenses	11%	10%	12%	9%
Operating Surplus/(Deficit)	35%	29%	24%	21%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Briya PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements.

	Audit Year			
	2011	**2012**	**2013**	**2014**
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliamce issue may prelude insolvency.	No	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. Of note**,** Briya PCS has a relationship with another not-for-profit, Mary's Center for Maternal and Childcare, Inc. The organizations maintain independent boards, and all interactions are contractual. Among the contractual

provisions are that the school leases its employees and its facilities from Mary's Center. The school employs its own, full-time business manager and contracts with a back office services provider for its accounting and finance needs. The school's financial statements are audited by Kendall, Prebola and Jones.

ECONOMIC VIABILITY

The school is economically viable and maintains a strong financial position. Audited enrollment doubled from FY2011 to FY14. Over that time period, revenues increased by 72%, and expenses increased by 109%. Though expense growth outpacing revenue growth is usually a negative indicator, the school's operating margins are healthy. The following sections review the school's financial results in four key areas:

- Operating Performance
- Liquidity
- Debt Burden
- Sustainability

Operating Performance

PCSB assesses a school's operating (financial) performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results are positive. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")[23], a measure of a school's operating cash flows. Based on these measures, **Briya PCS has generated positive operating margins been consistently profitable and has maintained positive operating cash flows.**

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	$ 1,191,338	$ 1,245,513	$ 1,324,538	$ 1,238,365
Earnings Before Depreciation	< 0	$ 1,232,178	$ 1,448,169	$ 1,525,376	$ 1,451,405

Liquidity

Liquidity refers to the school's ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability in the short-term. Two indicators of a school's liquidity are its current ratio[24] and its days of cash on hand.[25] The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When

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[23] EBAD is the change in net assets plus amortization and depreciation.

[24] A school's current ratio is its current assets divided by current liabilities.

[25] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

the current ratio is less than one, the school's ability to meet these obligations is in doubt. **Briya PCS' current ratio has varied over the last four years, but it has always remained above 1.0. At the end of FY14, the current ratio was 13.8.** There are no concerns about the school's ability to meet its immediate financial obligations.

Days of cash on hand reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. **Briya PCS' cash balance decreased to 724 days in FY14 from 804 days in FY11.** The majority of the school's cash is invested in liquid certificates of deposit. The school built this cash reserve as part of its strategy to secure a long-term facility. In 2015 the school entered a long-term lease agreement with the District for the Mamie D. Lee building. Approximately $6M of the cash reserves will be used to renovate the facility. After completing the renovations, the school's cash reserves will be equal to approximately six months of operating expenditures. The school has sufficient cash to remain financially viable in the short-term.

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Current Ratio	< 0.5	18.8	21.7	15.6	13.8
Days of Cash On Hand	< 30	804	724	660	724

Debt Burden

As part of the evaluation of a school's long-term viability, PCSB considers a school's debt burden. In particular, PCSB reviews two debt ratios – the debt ratio[26] and the modified debt service[27] ratio. The table below shows the school's debt burden increasing between FY11 and FY12, but then a decreasing trend thereafter. The increase was a result of the 30-year lease agreement that became effective on July 1, 2011. Absent any unforeseen occurrences, the debt level should continue to decrease in the coming years.

PCSB began to monitor a school's modified debt service ratio in FY14 and measures how much of a school's revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. Anything greater than 15% is a cause for concern. The school's current modified debt service ratio is 6%. This is well below the threshold for concern. **Briya PCS' should be able to make timely payments on its long-term debts.**

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[26] Debt Ratio equals the total debt divided by the total assets.
[27] Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Debt Ratio	> 0.92	0.05	0.23	0.21	0.20
Modified Debt Service Ratio	> 15.0%	N/A	N/A	N/A	6%

<u>Sustainability</u>

A school's net asset position[28] and primary reserve ratio are indictors of its long-term sustainability.[29] DC PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures. DC PCSB is concerned with net assets reserves below zero. **Briya PCS' metrics are reflective of a sustainable school; its reserves are equal to more than two years of operating expenses**.

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Net Asset Position	< 0	$ 5,410,533	$ 6,656,046	$ 7,980,584	$ 9,218,949
Primary Reserve Ratio	< 0.00	2.50	2.14	1.90	2.03

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[28] Net Asset Position equals total assets minus total liabilities.
[29] Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

Briya
Public Charter School

Education Strengthens Families

**Annual Report
2014-2015**

Joel Goering, Board Chair

Table of Contents

Briya Public Charter School

Annual Report Narrative 2014-2015

I. School Description

A. Mission Statement

The mission of Briya Public Charter School is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

Briya provides a two-generation family literacy program that integrates adult education and early childhood education. Briya prepares parents to be full partners in their children's education while increasing their own literacy levels and job skills. The four components of the Briya family literacy program include English language and computer instruction for adults, early childhood education, parenting classes, and Parent and Child Together (PACT) time. In the adult education classes parents are placed in six different levels according to their level of English literacy. The six levels are: Basic I, Basic II, Intermediate I, Intermediate II, Advanced I, and Advanced II. Each level encompasses English language, literacy, life and job skills. The curriculum and instructional methods are geared in particular toward parents with limited educational experience and limited literacy skills in their native language. The adult education curriculum also includes computer instruction. The school implements the nationally utilized Equipped for the Future Framework (EFF) for adult education and the Comprehensive Adult Student Assessment System (CASAS). These standards and competencies were chosen to ensure that Briya's standards are specifically tailored to the needs of adults in their roles as parents, workers and community members. The school implements performance standards rooted in the CASAS competencies, including basic communication, consumer economics, community resources, health, employment, government and law, learning to learn, and independent living, as well as CASAS content standards. Parenting classes assist parents in supporting their children's education at school and at home. PACT time allows parents to apply the concepts learned in parenting classes to assist their children with learning activities in their classroom at the school, at home, and during field trips in the community.

The Briya pre-kindergarten program provides children with a comprehensive early childhood education that promotes their development and knowledge in multiple areas including language, literacy, social emotional, cognitive, physical development, mathematics, science, social studies and the arts. Mixed age three and four year old pre-k classes complete project based studies on topics

that are relevant to their daily experiences and build upon children's innate curiosity, developmental characteristics, and individual experiences. Through observation of children's interests and needs, comprehensive curriculum aligned to early learning standards, ongoing assessment, and daily collaboration with families, teachers are able to offer experiences that meet children where they are and prepare them to succeed in kindergarten and beyond. Examples of curricular projects in the pre-kindergarten classrooms during the past year include Exercise, the Human Body, Buildings, Trees, Wheels, Boxes, and Clothes and Insects.

Through the dynamic combination of literacy-rich practices, a focus on the whole child, and simultaneous parent education for adults, Briya fosters lifelong learning, stronger families, and pre-k children's future success in school and life. Nearly all Briya pre-k students are English language learners and the entire pre-k program addresses the needs of these learners. An additional unique component of the pre-k program is Parent and Child Together time in which the children's parents join them in the classroom to work together on learning activities. See the next section for more information about Parenting and PACT time.

The school also offers a Child Development Associate (CDA) program for adults. The CDA program assists candidates in the process to obtain a Child Development Associate credential. The eligibility requirements for CDA candidates include: 120 clock hours of formal child care education; preparation of a Professional Portfolio; completion of 480 hours of practicum; in-person

examination and observation; and a CDA exam. Upon receiving their CDA credential, students are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. CDA classes are offered in English and Spanish.

Briya's CDA curriculum incorporates the CDA Competency Standards. The national standards are used to evaluate a caregiver's performance with children and families during the CDA assessment process. The Competency Standards are divided into six Competency Goals, which are statements of general purpose or goals for caregiver behavior.

2. Parent Engagement

Briya operates on the core belief that parents are children's first and most influential teachers. Parent and Child Together (PACT) time, that is the centerpiece of the Briya model, cultivates the skills and capacity of adult students to provide nurturing home environments. Working together at school, the parent-child dyad is enriched through positive social interactions, rich language exposure, and early literacy experiences that prepare children to enter school ready to succeed. During the 2014-2015 school year, weekly Child Development and PACT themes included: Philosophy of Child Development, Child Development, Learning through Play, School Involvement, Social Emotional Development, Routines, Positive Discipline, Cognitive Development, Sharing Your Family's Culture, Choosing the Best School for Your Child, Preparing for Your Child's Parent-Teacher Conference, Talking with Your Child, Rhyme and Beginning Sounds, Music and Movement,

Choosing Appropriate Media, Choosing Appropriate Books, Interactive Reading, Print Awareness, Writing at All Ages, Early Language Development and Play, Yoga, Exercise, Dental Health, Nutrition, Safety, Immigration, Know Your Rights, and more. Parents completed Reading Journals throughout the year reflecting on their use of targeted reading strategies with their children. Families participated in a Spring Reading Challenge program and increased reading materials and time spent reading with children in the home. Families engaged in a project integrating English class, digital literacy, parenting, and early childhood to create their own children's books about and for their children. Families also attended Parent/Student-Teacher conferences held three times during the year and over 90% of pre-k children received at least one home visit.

Family field trips during the 2014-2015 school year included: library visits, Butler's Orchard, Museum of the American Indian, United States Botanic Garden, National Building Museum, and the National Zoo. Examples of family field trips made by the 2015 summer program sites included: Butlers Orchard, Skyline Caverns, Wheaton Regional Park, Baltimore Aquarium, Clark's Elioak Farm, and Greenbrier State Park.

Additional parental involvement opportunities are the Student Council and advocacy activities on behalf of their children. Through the Student Council, adult students learn to contribute to the school community, sharing leadership in the decision-making and planning of the school's development. Adult students also learn the process of representative government through the election of their class representatives to the Student Council and by expressing their needs and their children's needs to the Council members in class meetings.

II. School Performance

A. Evidence of Performance and Progress

1. Two-Generation Model: Critical for Family Literacy

It is through the two-generation program design that Briya achieves its mission of strengthening family literacy. This is exemplified through weekly PACT time and parenting classes. These classes strengthen and unify the instructional program by providing the critical link between adult and early childhood education. These activities help parents learn how to support their children's educational development. During the PACT activities, parents assume the role of primary teacher and become full partners in their children's education. They implement and practice the skills addressed in parenting classes. Parenting/PACT themes are chosen based on student input and needs observed by teachers. In addition to the school-based activities, extracurricular activities include family trips to educational and recreational sites. These field trips encourage parents and children to learn together through new experiences and expose families to educational opportunities available in the area. (See above for examples of parenting/PACT themes explored during the year.)

Another critical component of the school is the infant and toddler parent cooperative playgroup provided in partnership with Mary's Center for Maternal and Child Care. Infants and toddlers of the learners in the adult education program receive early childhood education while their parents are in class. Like the parents of pre-k students, parents of infants and toddlers also receive classes related to their children's developmental needs and apply the knowledge gained in PACT time. Parents of school-age children also receive instruction related to their children's educational needs with activities to apply with their children at home.

2. Meeting the Goals of Our Charter

Staff and students drew upon the school's mission, philosophy, and educational focus to develop the school goals included in the charter. The goals and objectives are closely tied to our aim of promoting educational and job attainment among low-income, language minority families. Since our first year as a charter school, Briya has continued to work toward the original goals of our charter. Assessments utilized for each program are detailed below. The table that follows describes the status of each goal and notes how our practice has evolved with experience. Per guidance by the Public Charter School Board staff, Briya has complied with the request to streamline the number of goals, eliminate self-reported measures, and focus measurement on student achievement metrics. While Briya pursues all of the goals of its original charter, the table below displays quantifiable and time bound measures of student achievement or progress.

Adult Education Assessment

The ESL/Family Literacy Program for adults measured progress in literacy utilizing the Comprehensive Adult Student Assessment System (CASAS) exams. CASAS is the most widely used system in the United States for assessing adult basic skills within a functional context. Adult progress on the exam was measured as part of the Briya PCS school goals and on the Progress section of the Adult PMF Framework.   The measure assessed whether students advanced one or more levels from their entry literacy levels (PMF ESL levels 1 to 6 and ABE levels 3-5). Results of the measure exceeded the target for the Briya charter goal and also exceeded 65% of the weighted range of scores to meet the Tier One requirement for the PMF Progress measure (final PMF results still pending). Overall 70.6% of students who post-tested attained an EFL level that is one or more EFLs higher than the pre-test level on the CASAS exam.

Entry EFL Level	# Post-tested	# Completed Level	% completed one or more EFL levels	Tier One Level Cut-Off*
ABE 3	1	1	100.0%	69%
ABE 4	2	2	100.0%	51%
ASE 5	12	8	66.7%	65%
ESL 1	19	16	84.2%	74%
ESL 2	30	26	86.7%	83%
ESL 3	90	75	83.3%	67%
ESL 4	106	79	74.5%	55%
ESL 5	57	29	50.9%	52%
ESL 6	40	16	40.0%	37%
Total	357	252	70.6%	

*Tier One status for the measure is determined by overall weighted performance on all levels combined.

The school also utilized the Family Reading Journal as a measure of family literacy achievement. The Reading Journal and accompanying rubric documented parents' use of strategies for oral reading with their children. These included questions and activities for before, during, and after reading with young children such as making predictions, discussing print concepts, or identifying key characters with the child. The journals and rubric were developed in conjunction with the National Center for Family Literacy based on the Center's recommended

strategies for reading with children. Student achievement on the Reading Journal Rubric was measured as a Mission Specific Indicator on the Adult PMF Framework and as a charter goal. 86.2% of parents participating six months or more achieved a score of 5+ on the rubric, exceeding the school goal of 70%.

In the Briya workforce development programs, success was measured through pass rates on the Early Childhood Studies Review for the Child Development Associate Program and the Registered Medical Assistant Exam for the Medical Assistant Program. At the time of PMF data validation, 86.4% of CDA students who took the exam in 2014-2015 passed the exam to earn their CDA credential. With additional students passing on the second attempt, the ultimate pass rate was 90.5% for 2014-2015 examinees. In addition, 92.3% of MA students who took the exam passed to earn their Medical Assistant credential.

The school also tracked adult entry into and retention of employment and participation in post-secondary education/career training as part of its charter school goals and the Performance Management Framework for 2014-2015. Students participated in follow-up surveys during the first quarter and third quarter after exit. Briya exceeded school goals and Tier One targets for these measures. While PMF data for these measures is not yet finalized, internal results include: 76.1% of students met the goal to obtain employment or enroll in post-secondary education or career training and 88.5% of students met the goal to retain employment or enter post-secondary education or career training based on follow up surveys. Employment related content, integrated throughout all levels of the ESL/Family Literacy curriculum as well as workforce development programs, helped adults achieve employment and career training goals.

Another goal of the school's family literacy program is to increase parents' involvement in their children's education. 92% of parents in the family literacy program who attended the school for 60 or more hours participated in Parent-Teacher Conferences. The family literacy program also encourages parent participation in neighborhood, school, community or political organizations. 89% of students who participated in the school for 60 or more hours met this objective as documented on the Family Follow Up Profile.

Early Childhood Assessments

Briya pre-k students benefit from a comprehensive and research based curriculum that strengthens their skills and knowledge in all key developmental areas. Teaching Strategies GOLD Assessment is the system by which children's progress is continually evaluated in language, literacy, math, social emotional, physical and cognitive domains. The Early Childhood PMF measures whether children met or exceeded widely-held expectations (WHE) for their age by the spring administration of the GOLD Assessment System in the domains of literacy, math, and social emotional development. Results are listed in the table below. Children in the pre-k program demonstrated tremendous growth over the 2014-15 school year. Despite 70% of children beginning the year below widely held expectations for their age on the targeted domains, over 98% of students with both fall and spring checkpoint data ended the year meeting or exceeding expectations for their age.

In addition to measuring quality with child outcome data, classroom observations using valid and reliable measures were used to evaluate teaching and learning. The Briya Early Childhood Program used the Classroom Assessment Scoring System (CLASS), the Teaching Pyramid Observation Tool (TPOT), and for the infant toddler program, the CLASS for infants and for toddlers to guide professional development focused on high-quality interactions, instruction, routines and environments needed to support all students' social emotional, cognitive, and language development.

The School Reform Act requires that public charter schools report on progress towards goals every year in our annual reports. Briya met 100% of our charter goals in the 2014-2015 school year. Below, please find Briya's goals and academic achievement expectations as they are written in our charter as well as notes about our progress toward meeting those goals during the 2014-2015 school year.

Briya PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Early Childhood Education		
Literacy At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.	Goal met.	**Briya PCS met this goal.** 100% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.
Math At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.	Goal met.	**Briya PCS met this goal.** 97% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD math assessment.
Social Emotional At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.	Goal met.	**Briya PCS met this goal.** 97% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD social emotional learning assessment.
Leading Indicator 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.	Goal met.	**Briya PCS met this goal.** 100% of parents of pre-kindergarteners enrolled for the full academic year attended at least one individual or group parent conference.
Adult Education		
Student Progress 50% of ESL/Family Literacy students who post-test will attain an Educational Functioning Level that is one or more EFLs	Goal met.	**Briya PCS met this goal.** 70.6% of students who post-tested attained an EFL level that is one or more EFLs higher than the pre-test level on the CASAS exam.

higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.		
College and Career Readiness 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	Goal met.	**Briya PCS met this goal.** 76.1% of students met the goal to obtain employment or enroll in post-secondary education or career training based on follow up surveys.
College and Career Readiness 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	Goal met.	**Briya PCS met this goal.** 88.5% of students met the goal to retain employment or enter post-secondary education or career training based on follow up surveys.
Mission-Specific Goals		
70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	Goal met.	**Briya PCS met this goal.** 86.2% of parents enrolled at least six months scored 5 or above on the Family Reading Journal Rubric.
50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.	Goal met.	**Briya PCS met this goal.** 86.4% of CDA students who took the Early Childhood Studies Review exam passed the certification exam.

B. Lessons Learned and Actions Taken

The following are lessons learned and actions taken based on data and input collected by the school including academic and non-academic performance data, parent/student feedback, staff and board input, previous years' Program Development Reviews (PDR), the Accreditation process, and the Briya strategic planning process.

Instructional Programming

The Briya pre-k program achieved another year of high child and program outcomes for school year 2014-15 by utilizing a multi-pronged approach that included family engagement, comprehensive and culturally responsive curriculum, inclusive classrooms with hands-on project based learning, professional development activities aligned with program evaluation tools, and ongoing utilization of child assessment data to inform instruction. Briya's assessment system (Teaching Strategies GOLD) is aligned with the Common Core Standards for Kindergarten so curriculum and instruction are targeted to provide the foundation for the trajectory of skills and concepts children will continue to encounter in subsequent school placements.

The school continues to target priority areas identified by its accreditation and strategic planning processes to enhance the services and programs offered. In school year 2012-2013, Briya launched a Response to Intervention (RTI) program in pre-k. The 14-15 year of RTI implementation focused on planning for natural learning opportunities that occur during daily routines and small groups to work on targeted skills. Teaching teams created tools to help children to be more successful during key times of the day in developing language and social emotional skills. Teams made plans to explicitly teach and practice skills using strategies and materials that were appropriate to the languages, developmental skills, and family-teacher learning goals of the children in each classroom and tier of RTI. One factor which made the RTI program successful was the purposeful link between home and school. Through RTI, teachers were able to share data with parents. Communicating with parents allowed for greater sharing of strategies and practice of skills at home**.**

In addition to utilizing RTI to increase students' social emotional and language skills, Briya teachers engaged in a year-long study of research-based practices for dual language learners. We collected video clips of Briya teachers demonstrating teaching practices that reflected these strategies. Teachers also conducted a close evaluation of new classroom materials and strategies for promoting language and literacy with young dual language learners in mixed age classrooms. We selected tools that promote vocabulary development, early reading, and early writing skills and focused professional development and coaching cycles on how to implement these tools. Topics included developmental writing strokes and fine motor practice, journaling, building vocabulary, innovative strategies to create effective family newsletters and promote use of study topic vocabulary with

families. To further increase the effectiveness of the curriculum, we developed new math and literacy activities with accompanying resources aligned to early learning standards.

Briya has enhanced instructional programming for adult learners by incorporating the College and Career Readiness Standards for Adults (CCR) into the adult ESL curriculum. Throughout the school year, Adult Education teachers were provided professional development on implementing the CASAS Competencies and Content Standards and the CCR Standards for Adults in the ESL classroom. The training was tailored to meet the needs of Briya's student population and the school model. Briya is assisting CASAS with developing a new reading assessment series that incorporates the CCR for adults. The team is piloting new test items and providing input on content.

Briya has expanded the use of technology in the classroom while focusing on integrating the ESL, parenting, and technology components. The Digital Literacy Team continues to expand the Briya student website for learners to access ESL activities, grammar exercises, and educational links and to develop mouse and typing skills. In addition, staff used technology in new ways to improve learners' reading skills including use of on-line library books, integration of iPads into the computer and ESL classes, iPad applications, and cell phone applications. Students learned to use their cell phones to read with their children, send e-mails, and schedule calendars reminders for appointments.

School year 2014-2015 marked the second year Briya added the National External Diploma Program (NEDP) to our adult education program. Currently, Briya is the only site in the District of Columbia to offer the NEDP in a program targeted to adult English Language Learners. As the NEDP is especially well suited for English Language Learners, this addition provided a unique opportunity to our students to successfully attain a high school diploma. In the 2014-2015 school year, three members of the school's second cohort of NEDP students earned their diplomas. Initially, the NEDP program was implemented with the Advanced II class. The program saw the need to expand its services in the 2014-2015 SY to include academic classes two days a week for the Advanced I learners as well. The success of these classes has lead the program to further expand the classes to five days a week for the coming school year. This provides a clear pathway to college and career by developing learners' reading and writing skills and preparing them to enter the NEDP program, Briya's MA and CDA workforce development programs, and other college and career opportunities in the community.

Briya has completed two years of successfully implementing the new Medical Assistant (MA) Program. The program consists of seven modules including Communications and Community Health, Anatomy and Physiology, Health Promotion and Disease, Math and Medications, Lab Medicine, Medical Business Practices, and Medical Law and Ethics; a 160 hour externship; and a certification exam. For the class of 2014, twelve out of thirteen students (92%) who took the RMA exam passed it and became Registered Medical Assistants. Through the experience gained during the first year, the program revised the curriculum to target specific objectives and changed to an electronic format for quizzes and final exams. Instructors utilized assessment results to inform instruction, target study sessions, and guide the summer exam preparation course.

The Child Development Associate (CDA) program is implementing the new CDA 2.0. The Council for Professional Recognition made a series of changes to the CDA credentialing process. The changes include a more rigorous computer based testing platform, observation by a professional development specialist, and a professional portfolio. In the 2014-2015 school year, the school's Child Development Associate (CDA) program updated the curriculum to align it with the launch of the new CDA 2.0. The school also expanded the curriculum to integrate basic computer skills and practice electronic quizzes to prepare students for the computer based assessment and the on-line application and credentialing processes.

Parent Involvement

Briya pre-k parents know that a core value of the school is that parents are their children's most important teachers. Per the family literacy model of Briya, parents played a critical role in the pre-k program during school year 2014-2015. From the beginning of the year, during home visits, parents were welcomed and encouraged into an educational partnership that regards parents as children's

first teachers. Photos of families were taken and displayed on classroom walls; conversations about parents' unique concerns, skills, backgrounds, and wishes for their child took place; and teachers were able to use knowledge gleaned from parents to support children in the classroom. On a weekly basis the pre-k parents came into their children's classrooms and read stories together, using strategies to build literacy skills that they learned and practiced in their adult education classes. They also participated in Parent and Child Together Time (PACT) and interacted with their children around a variety of topics and activities such as cognitive development, print awareness, music and movement, and more. Parents participated in parent teacher meetings which enabled them to better understand the assessment system used to measure and strengthen children's skills and knowledge. Teachers created special materials such as social stories, identity texts, and arrival charts that families could use to support oral language development, literacy and cognitive skills, and positive approaches to learning.

 Early childhood teachers visited students at home where they talked with parents about their goals for their children and how parents and teachers could work together to support each child's development. Teachers completed home visits with over 90% of their students over the course of the year. Home visits focused on building relationships as well as sharing important information about the educational program, and collaborating to plan next steps for students based on each student's needs, interests and learning goals.

Professional Development/Human Capital

Briya implemented several strategies throughout the year to build professional development/human capital. Briya focused on developing leadership and management skills for its coordinators to meet the needs of the school as it continues to expand. Leadership and management development

included mentoring, peer discussion groups to problem solve issues coordinators were confronting, and professional development. All of the Adult Education Coordinators completed the TESOL ELT Leadership Management Certificate Program and have begun implementing ideas learned at the conference. The Coordinators have taken on more leadership and supervisory responsibilities including leading site and team meetings, coordinating special events, supervising staff, and completing staff performance reviews.

Early childhood teacher professional development for school year 2014-15 covered a variety of topics including the RTI processes; integration of art techniques such as shape, line, and color; project-based learning; STEM; language scaffolding strategies to teach vocabulary; literacy materials and visuals for dual language learners; and more. Teachers participated in consultations with behavior specialists and occupational therapists to explore relevant topics to the children in their classrooms and developed plans to meet those needs. Teachers were provided customized professional development and coaching including regular communication and feedback pertaining to weekly planning and instruction that was aligned to assessment data and classroom-level goals. Teachers met on a regular basis to share ideas and resources and build upon current practices to enhance instruction and support to students. Teachers attended conferences on special education topics, English language learners, general curriculum, social emotional teaching strategies, and assessment. Briya early childhood staff also presented best practices at early childhood conferences with Washington DC and in other states.

Supplemental Programming/Partnerships

Comprehensive services, a key component of our family literacy model, are provided through our partnership and collocation with Mary's Center for Maternal and Child Care, Inc. Through our relationship with Mary's Center, Briya provided students with access to Mary's Center wrap around services including: primary health care for children and adults; bilingual case managers to assist students with counseling, case management, and referrals to community resources; dental health services; mental health services; the Bilingual Health Access Project for critical outreach, translation, and advocacy services to help families with limited English proficiency access public health insurance, Food Stamps, and Temporary Assistance to Needy Families (TANF); the Special Supplemental Nutrition Program for Women, Infants, and Children Program (WIC) for healthy

foods and nutrition for pregnant women, new mothers, infants, and children under the age of five; Healthy Families DC for voluntary home visitation for families assessed as overburdened with the goal of preventing child abuse and neglect and strengthening families; and Early Intervention services for education, service coordination, advocacy, psychosocial support, and home visits for parents of children up to three years old with disabilities or developmental delays. The Briya pre-k program cultivated valuable partnerships with organizations such as the Sitar Center for the Arts and DC Public Libraries, Inner City Inner Child, the University of the District of Columbia, and organized field trips for the entire family to a wide variety of educational institutions such as nature centers, museums, and other cultural institutions. These supplemental classes and curricular programming helped students learn about the content being studied in class and encouraged parents to access community resources and engage children in learning activities during evenings and weekends.

Partnerships and collaborative activities with the Mary's Center School-Based Mental Health Program, Coalition for Community Schools, National Center for Family Literacy, University of the District of Columbia, Carlos Rosario International Public Charter School, Share Our Strength, Capital Area Food Bank, Early STAGES, Advocates for Justice and Education, Latino Economic Development Corporation, and DC Public Libraries enhanced programming and instruction for students. Additional assistance for families was provided through referrals to collaborating agencies such as Mary's Center Dental Department, CentroNía, DC Department of Parks and Recreation, Catholic Charities Immigration Legal Services, Children's Law Center, DC Superior Court Crime Victims Compensation Program, DC Office of Human Rights, Mayor's Office on Latino Affairs, MPD Latino Liaison Unit, Washington Lawyers Committee, DC Employment Justice Center, Legal Aid Society, Ayuda, Jubilee Jobs, LIFT-DC, The Family Place, Goodwill Good Samaritan Program, Martha's Table, A Wider Circle, Virginia Williams Family Resource Center, SAFE, Martha's Outfitters, CARECEN, Housing Counseling Services, My Sister's Place, Mary House, and Salvation Army to ensure all of the needs of our families are met.

C. Unique Accomplishments

Briya received a continuation grant for the Community School Incentive Initiative from the Office of the State Superintendent of Education. Briya is the lead partner of the Mount Pleasant Community School Consortium. The consortium is made up of Briya, Mary's Center, Bancroft

Elementary, and a host of community-based organizations specializing in student or immigrant focused engagement. By engaging partners such as Mary's Center and Bancroft Elementary, Briya exemplifies how a public school, through strategic partnerships with other community organizations, can serve as the hub of a community, linking together a network of services that builds on the strengths of a community to meet the diverse needs of families. The Community School Consortium employs a dual-generation, seamless continuum of services that supports families to thrive through comprehensive services for families' academic and non-academic needs. In pursuit of this vision, the consortium provides: primary medical and dental care to students and community residents; mental health services; early childhood education; programs to facilitate parental involvement, parental leadership, and build parenting skills; and adult education programs including English as a Second Language, adult literacy, computer literacy, financial literacy, and hard-skills training.

As transition activities for pre-kindergartners are a critical part of high-quality student outcomes and school readiness, Briya provided individualized strategies for each family for transitions from the pre-kindergarten program to the K-12 system. Transition activities included: individual meetings with parents to explore interests, a presentation about how to choose a school, a panel of representatives from various public schools who provided presentations and answered questions from parents, and individual meetings with parents to discuss school options and assist with completing applications and other necessary forms.

Briya, along with partners Bridges Public Charter School and Mary's Center, completed a successful application for the Mamie D. Lee school building. Move-in is planned for the 2016 – 2017 school year. This will allow Briya to expand its services to meet the needs of more families in DC and in Wards 4 and 5 in particular. In preparation for the move, the schools have conducted extensive outreach to the community to ensure the building meets the needs of the community. The schools currently serve hundreds of families in the community and hope to continue meet the academic and non-academic needs of our neighborhood. Outreach activities have included presentations at Deputy Mayor for Education sponsored community meetings, Ward 5 ANC meetings, and the Department of General Services sponsored public hearing. Briya and Bridges staff members have been walking the neighborhood to do door-to-door outreach and to speak with the neighbors in the immediate area adjacent to the Mamie D. Lee school-building. During the door-to-door outreach, staff and parent volunteers shared information about the schools' programs and the Bridges and Briya partnership application for the Mamie D. Lee facility. Briya and Bridges received a positive response from all neighbors that we spoke to directly about the school's application. Briya and Bridges continue to seek community input through launching a community survey. It is our goal to be an asset to the community and a good neighbor.

The school also hosted a variety of parent education sessions to help parents act as advocates for their children's educational needs. For example: Acceso Credit Union conducted workshops for students to learn about making a family budget and opening a savings account to begin saving for children's educational future. The DC Office of Human Rights did a presentation for students about their rights to translation at child's school and government offices. Volunteer presenters from Advocates for Justice and Education conducted two training sessions on topics that were parent-selected. And, Briya hosted our first Know Your Rights Information Fair in direct response to student survey results indicating that our students wanted to learn more about available community resources. Twenty-four agencies participated sharing information on workers' rights, domestic violence, immigration law, disability rights, discrimination, tax help, and more.

Parents harnessed the advocacy skills, English language skills, and child development knowledge they learned at Briya to take action in the community to advocate for their rights and the rights of their children. Accomplishments this year include:

- During Advocacy Day of Adult and Family Literacy Week, Briya students made presentations to Ward 4 and Ward 1 Councilmembers and their staff. They shared with law makers the importance of adult education and family literacy and urged them to make adult education a priority when they consider education laws and funding.

- Community Schools Coordinator Stephanie Mintz and Briya student Anabel Cruz testified in support of continued funding for the community school grant at the DC Council Committee on Education public hearing on the proposed budget of the Office of the State Superintendent of Education at the Wilson Building. Briya, along with Mary's Center and Bancroft Elementary School, make up the Mount Pleasant Community Schools Consortium.

- Several students won citywide awards. Briya student, Elisabeth Hando, won first place in the Adult Education Family Literacy Week essay competition in the ESOL category. Yanira Umana and Anabel Cruz were honored at the 2015 STARS Tribute by the DC Association for Chartered Public Schools. Umana was a finalist for Outstanding Adult Student, and Cruz was awarded Most Outstanding Parent.

- Four graduates of the Briya Medical Assistant program earned the MA of the Month award from their employer within six months of hire.

- Dr. Libby Doggett, U.S. Department of Education Deputy Secretary for Policy and Early Learning and Sharon Darling, the Founder and President of the National Center for Families Learning, visited Briya as an exemplar for dual generation strategies.

- Briya was featured in several national and international publications this year including: the Washington Post, The Atlantic, The National Journal, What Counts for America, New America Foundation, and the Brookings Institution.

- Briya hosted visitors from all over the world to learn about two-generation model with comprehensive wrap around supports. Visitors included the National Governors Association, New America Foundation, Migration Policy Institute Transatlantic Forum for Inclusive Early Childhood Education, BUILD Initiative Dual Language Learner Working Group, Heritage Foundation, the National Coalition of Chartered Schools, and the Brookings Institution.

Teachers and staff continued to share their knowledge and best practices with other practitioners locally, nationally and internationally at the following events:

- English instructor Mark participated in a panel of former Teacher of the Year award winners at the National Center for Families Learning national conference. Additionally, Digital Literacy instructors Brittany and Grace presented a session on moviemaking in adult education.

- Paige Reuber and Judy Kittleson co-presented with national NEDP Director Stacey Downey "Career Pathways: An Integral Part of the National External Diploma Program (NEDP) for 40 Years" at the National Conference on Effective Transitions in Adult Education.

- Lisa, Amy, and Lena from the Pre-K team presented "Effective Strategies for Engaging Families in Early Learning" at the DC LEA Institute: "It Takes a City: DC Does it Best!"

- Katia and Lena from the Pre-k Team presented "Engaging Parents and Guardians. Building Home School Connections that optimize Learning Outcomes for ELLs" at the ELL Institute on Language Acquisition and Academic Achievement.

- Pre-K teacher Carlos and Early Childhood Director Lisa presented "Building Capacity for Effective Instructional Practices with Dual Language Learners" at the Professional Development Institute (PDI) of NAEYC.

D. List of Donors and Grantors

Donors and Grantors over $500	
July 2014 to June 2015	
IDEA Federal Grant	$3,204.62
OSSE Scholarships for Opportunity and Results (SOAR) Grant	$401,602.59
OSSE Charter Schools Program Dissemination Grant	$38,146.77
Community Schools Incentive Initiative Grant	$152,706.71
Marriott Foundation	$20,000.00
National Center for Families Learning	$650.00
School Technology Fund	$23,503.38
Share Fund	$10,000.00
In-Kind Space	$79,380.96
William Bletzinger	$1,000.00
Joel Goering	$600.00

Data Report

LEA ID	119
LEA Name	Briya PCS
Campus Name	Briya PCS
Adult Ages Served	16+
Total Audited Enrollment	492
PK3	35
PK4	11
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	446
Alternative	0
SPED	0
Total number of instructional days 2015-16	181
Student Suspension Rate	0
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0
Promotion Rate	100
In-Seat Attendance Rate	
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
College Acceptance Rate (SY 13-14)	NA
College Admission Test Scores (SY 13-14)	NA
Graduation Rates (SY 13-14)	NA
Teacher Attrition Rate	16%
Number of Teachers	25
Average Teacher Salary	$57,600
Minimum Teacher Salary	$42,200
Maximum Teacher Salary	$95,300

APPENDIX A: Staff Roster

Eighty percent of the adult ESL/Family Literacy teachers have Master's degrees in education or related fields. The Academic Dean also has a Master's in Adult Education: Curriculum and Instruction with a specialization in learning disabilities and is a CASAS Certified National-Level Trainer. Fifty-six percent of pre-k teachers have Master's degrees. The Early Childhood Director has a Master's in International Training and Education, is part of the Teaching Strategies Professional Development Network, and is a reliable CLASS observer. The Director of Early Childhood Curriculum and Instruction has a Master's in Teaching and Education and is a reliable CLASS observer. The Special Education Coordinator has a Ph.D. in Education and a Master's in Inclusive Education is a reliable CLASS observer. One adult instructor was named the 2013 DC Association of Chartered Public Schools Most Outstanding Teacher/Leader. Two staff members have been named national Toyota Family Literacy Teacher of the Year, one in 2004 and the other in 2006. Two other staff members were named as finalists in 2009 and 2013. Teachers have an average of 13 years of experience working the in the field of education. Staff members include former adult students with expertise in the needs and goals of the student population.

Staff Leadership Positions				
Name	Position	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Christie McKay	Executive Director	24	2005	Spanish English
Lorie Preheim	Academic Dean	24	2005	Spanish English
Karen Hertzler	Director of Accountability and Development	17	2005	Spanish English
Lisa Luceno	Director of Early Childhood Education	16	2005	Spanish English
Noelani Mussman	Director of Early Childhood Curriculum and Instruction	15	2012	Spanish French English
Silvia Arias	Early Childhood Manager	19	2005	Spanish English
Bill Bletzinger	Director of Finance and Administration	31	2009	German English

Name		Years	Year	Languages
Jennifer Dalzell	Medical Assistant Program Coordinator	25	2014	Spanish English
Stephanie Mintz	Community Schools Coordinator	21	2014	Spanish English
Lena Johnson	Special Education Coordinator	7	2014	Spanish English German
Mirna Guardado	Registrar	13	2005	Spanish English
Jodi Birkey	Director of Charter Data and Administrative Manager	8	2010	Spanish French English

*Briya PCS was chartered in 2005 and enrolled students in 2006.

Teachers, Assistant Teachers, and Student Support Staff				
Name	Class	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Alicia Pease	Basic I ESL/Family Literacy	7	2014	Spanish English
Ashford Taylor	Intermediate I ESL/Family Literacy	2	2014	Spanish English
Mark Faloni	Advanced I ESL/Family Literacy Advanced II ESL/Family Literacy	29	2006	Spanish English
Amy Gonzalez	Digital Literacy Coordinator	12	2011	Spanish English
Judy Kittleson	Advanced II ESL/Family Literacy Adult Education Coordinator	20	2005	Spanish English
Cristin Reeder	Basic I ESL/Family Literacy Intermediate II ESL/Family Literacy	10	2011	Spanish English
Jessica Rosenberg	Basic II ESL/Family Literacy Adult Education Coordinator	9	2011	Spanish English

Erica Schuetz	Intermediate II ESL/Family Literacy	8	2012	Spanish English
Elise Gorman	Intermediate I ESL/Family Literacy	5	2014	Spanish English
Paige Reuber	Basic II ESL/Family Literacy Adult Education Coordinator	7	2008	Spanish English
Nury Sandoval	Bilingual Early Intervention and Parent Coordinator	15	2011	Spanish English
Lorena Gomez	Pre-K Instructor	25	2006	Spanish French English
Katia Gomez	Pre-K ESL Instructor/ Pre-K Special Education Instructor	14	2008	Spanish English
Emily Gordon	Pre-K Instructor	7	2012	Spanish English
Melanie Willett	Pre-K Instructor	4	2014	Spanish English
Carlos Quintanilla	Pre-K Instructor	13	2011	Spanish Portuguese English
Myra Sablaon	Pre-K Instructor	12	2011	Filipino English
Lucia Flores	Pre-K Instructor	5	2012	Spanish English
Kate Van Slyck	Pre-K Special Education Instructor	7	2010	French English
Gracia de Paula	Child Development Associate Instructor	41	2006	Spanish Portuguese English
Maria Castro-Trujillo	Child Development Associate Instructor	14	2013	Spanish English
Raquel Farah-Robison	Student Services Coordinator	3	2014	Spanish English

Thomas Gerkin	NEDP Coordinator	4	2011	Spanish English

*Briya PCS was chartered in 2005 and enrolled students in 2006.

APPENDIX B: Board Roster

Appendix C: Unaudited Year-end 2014-15 Financial Statement

Income and Cash Flow Statements

Briya Public Charter School

July 2014 through June 2015

Income Statement	Quarter 4				Year-To-Date (YTD)				Annual
	Actual	Budget	Over	%	Actual	Budget	Over	%Over	Budget
Revenue									
01. Per Pupil Charter Payments	1,120,462	1,011,211	109,250	11%	4,912,758	4,257,899	654,859	15%	4,257,899
02. Per Pupil Facilities Allowance	370,176	326,400	43,776	13%	1,480,704	1,305,600	175,104	13%	1,305,600
03. Federal Entitlements	0	875	-875	-100%	3,205	3,500	-295	-8%	3,500
04. Other Government Funding/Grants	185,985	43,623	142,363	326%	460,123	216,694	243,429	112%	216,694
05. Private Grants and Donations	20,595	21,345	-750	-4%	111,681	85,381	26,300	31%	85,381
06. Activity Fees	1,010	0	1,010	N/A	1,600	0	1,600	N/A	0
07. Other Income (please describe in footnote)	17,444	15,915	1,529	10%	68,078	63,660	4,418	7%	63,660
Total Revenue	1,715,672	1,419,369	296,303	21%	7,038,148	5,932,734	1,105,414	19%	5,932,734
Expenses									
08. Principal/Executive Salary	0	0	0	0%	0	0	0	0%	0
09. Teachers Salaries	15,286	26,430	11,145	-42%	86,155	112,540	26,385	-23%	112,540
10. Teacher Aides/Assistance Salaries	24,265	15,512	-8,752	56%	104,975	62,050	-42,925	69%	62,050
13. Clerical Salaries	9,442	3,008	-6,434	214%	18,097	12,030	-6,067	50%	12,030
14. Custodial Salaries	22,471	10,498	-11,973	114%	67,959	41,992	-25,967	62%	41,992
15. Other Staff Salaries	1,232	12,082	10,850	-90%	30,250	48,328	18,078	-37%	48,328
16. Employee Benefits	7,930	6,027	-1,903	32%	31,502	24,108	-7,395	31%	24,108
17. Contracted Staff	870,469	958,791	88,322	-9%	3,286,452	3,835,163	548,711	-14%	3,835,163
18. Staff Development Expense	34,265	14,250	-20,015	140%	86,544	57,000	-29,544	52%	57,000
19. Textbooks	11,579	4,709	-6,870	146%	17,736	18,837	1,101	-6%	18,837
20. Student Supplies and Materials	13,234	7,204	-6,030	84%	66,519	45,428	-21,090	46%	45,428
21. Library and Media Center Materials	221	125	-96	77%	369	500	131	-26%	500
22. Student Assessment Materials	3,660	5,419	1,759	-32%	16,401	21,675	5,274	-24%	21,675
23. Contracted Student Services	22,520	19,500	-3,020	15%	122,341	78,000	-44,341	57%	78,000
24. Miscellaneous Student Expense **	9,199	2,750	-6,449	235%	14,794	11,000	-3,794	34%	11,000
25. Rent	70,829	69,958	-871	1%	277,973	279,833	1,859	-1%	279,833
26. Building Maintenance and Repairs	3,212	3,000	-212	7%	6,865	12,000	5,135	-43%	12,000
27. Utilities	34	338	303	-90%	852	1,350	498	-37%	1,350
28. Janitorial Supplies	914	500	-414	83%	3,175	2,000	-1,175	59%	2,000
29. Contracted Building Services	96,858	11,000	-85,858	781%	102,501	44,000	-58,501	133%	44,000
30. Office Supplies and Materials	8,906	5,260	-3,645	69%	41,994	21,042	-20,952	100%	21,042
31. Office Equipment Rental and Maintenance	521	625	104	-17%	2,381	2,500	119	-5%	2,500
32. Telephone/Telecommunications	2,962	2,700	-262	10%	10,119	10,800	681	-6%	10,800
33. Legal, Accounting and Payroll Services	33,107	22,390	-10,717	48%	116,035	105,064	-10,971	10%	105,064
34. Printing and Copying	53	125	72	-58%	770	500	-270	54%	500
35. Postage and Shipping	163	125	-37	30%	383	500	117	-23%	500
36. Other	50,154	49,853	-301	1%	202,105	199,412	-2,693	1%	199,412
37. Insurance	1,770	4,781	3,011	-63%	21,067	19,125	-1,942	10%	19,125
38. Transportation	5,807	8,875	3,068	-35%	34,803	35,500	697	-2%	35,500
39. Food Service	11,896	8,750	-3,146	36%	41,887	35,000	-6,887	20%	35,000
40. Administration Fee (to PCSB)	15,917	14,618	-1,298	9%	63,379	58,473	-4,905	8%	58,473
41. Management Fee	25,000	25,000	0	0%	100,000	100,000	0	0%	100,000
42. Other General Expense	21,591	17,237	-4,353	25%	60,171	68,950	8,779	-13%	68,950
43. Unforeseen Expenses	0	23,471	23,471	-100%	0	93,882	93,882	-100%	93,882
44. Depreciation Expense	36,070	42,998	6,927	-16%	149,524	171,991	22,466	-13%	171,991
45. Interest Payments	20,455	20,455	0	0%	81,820	81,820	0	0%	81,820
Total Expenses	1,451,992	1,418,364	-33,628	2%	5,267,898	5,712,393	444,494	-8%	5,712,393
Net Income	263,681	1,006	262,675	26118%	1,770,249	220,342	1,549,908	703%	220,342

Cash Flow Statement	Actual	Budget	Over	%Over	Actual	Budget	Over	%Over	Budget
Net Income	263,681	1,006	262,675	26118%	1,770,249	220,342	1,549,908	703%	220,342

Cash Flow Adjustments									
Financing Activities	-4,736	-4,736	0	0%	-18,944	-18,944	0	0%	-18,944
Investing Activities	16,287	17,873	-1,585	-9%	61,337	38,991	22,346	57%	38,991
Operating Activities	-357,552	-528,642	171,090	-32%	-163,212	-159,790	-3,421	2%	-159,790
Total Cash Flow Adjustments	-346,001	-515,505	169,505	-33%	-120,818	-139,743	18,925	-14%	-139,743
Change in Cash	-82,320	-514,500	432,180	-84%	1,649,431	80,598	1,568,833	1946%	80,598

Balance Sheet

Briya Public Charter School

As of June 30, 2015

Balance Sheet	
Assets	**Amount**
Assets	
Current Assets	
Cash	10,778,210
Accounts Receivable	92,786
Other Current Assets	295,444
Total Current Assets	11,166,440
Noncurrent Assets	
Operating Fixed Asssets, Net	96,389
Facilities, Net	1,830,332
Total Noncurrent Assets	1,926,721
Total Assets	13,093,160

Liabilities and Equity	**Amount**
Liabilities and Equity	
Current Liabilities	
Accounts Payable	45,922
Other Current Liabilities	440,591
Total Current Liabilities	486,513
Long-Term Liabilities	
Capital Leased	1,617,451
Total Long-Term Liabilities	1,617,451
Equity	
Unrestricted Net Assets	9,216,948
Temporarily Restricted Net Assets	2,000
Net Income	1,770,249
Total Equity	10,989,197
Total Liabilities and Equity	13,093,160

Appendix D: Approved 2015-16 Budget

Annual Budget
Briya Public Charter School SY15-16

	Annual Budget
REVENUE	
01. Per Pupil Charter Payments	4,316,905
02. Per Pupil Facilities Allowance	1,388,544
03. Federal Entitlements	3,382
04. Other Government Funding/Grants	260,145
05. Private Grants and Donations	92,762
06. Activity Fees	565
07. Other Income (please describe in footnote)	71,676
TOTAL REVENUES	**6,133,979**
ORDINARY EXPENSE	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	-
09. Teachers Salaries	85,518
10. Teacher Aides/Assistance Salaries	77,011
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	-
13. Clerical Salaries	7,990
14. Custodial Salaries	76,829
15. Other Staff Salaries	60,332
16. Employee Benefits	30,791
17. Contracted Staff	4,037,043
18. Staff Development Expense	54,000
Subtotal: Personnel Expense	**4,429,514**
Direct Student Expense	
19. Textbooks	15,208
20. Student Supplies and Materials	87,811
21. Library and Media Center Materials	543
22. Student Assessment Materials	17,468
23. Contracted Student Services	135,536
24. Miscellaneous Student Expense **	11,556
Subtotal: Direct Student Expense	**268,122**
Occupancy Expenses	
25. Rent	287,576
26. Building Maintenance and Repairs	12,000
27. Utilities	666
28. Janitorial Supplies	2,500
29. Contracted Building Services	33,839
Subtotal: Occupancy Expenses	**336,581**
Office Expenses	
30. Office Supplies and Materials	50,405
31. Office Equipment Rental and Maintenance	2,518
32. Telephone/Telecommunications	10,200
33. Legal, Accounting and Payroll Services	125,458
34. Printing and Copying	500
35. Postage and Shipping	500
36. Other	235,700
Subtotal: Office Expenses	**425,281**

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General Expenses

37. Insurance	23,876
38. Transportation	32,626
39. Food Service	36,654
40. Administration Fee (to PCSB)	60,412
41. Management Fee	100,000
42. Other General Expense	65,228
43. Unforeseen Expenses	101,120
Subtotal: General Expenses	**419,916**
TOTAL OPERATING EXPENSES	**5,879,415**
NET OPERATING INCOME	**254,565**
44. Depreciation Expense	164,815
45. Interest Payments	80,873
NET INCOME	**8,877**

Interest income comprises "07. Other Income."

**Student recruiting, special events, and general miscellaneous student expense comprise "24. Miscellaneous Student Expense."

Appendix B

June 29, 2015

Joel Goering, Board Chair
Briya Public Charter School
2333 Ontario Road, NW
Washington, DC 20009

Dear Mr. Goering:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

o   School eligible for 10-year Charter Review during 2015-16 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Briya Public Charter School between May 18 and May 29, 2015. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

You will find that the enclosed Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that the staff gave the monitoring team in conducting the Qualitative Site Review at Briya Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Briya Public Charter School (Briya PCS) is an adult education and early childhood school serving 347 adults and 43 pre-kindergarten (PK)-3/PK4 students in three campuses across the city. Adults attend English language, computer skills, parenting, National External Diploma Program preparation and civics classes. The adults have children who are simultaneously enrolled in Briya's early childhood program, which is not a charter school, or one of its PK3 and PK4 charter school campuses. Briya currently has campuses located at Bancroft Elementary School and the Mary's Center on Georgia Avenue. Briya also has a facility on Ontario Road. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in May 2015 because Briya PCS is eligible for 10-year Charter Review during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from May 18 through May 29, 2015. A team of one PCSB staff member and three consultants conducted 18 observations. A member of the PCSB staff also attended a Board of Trustees meeting on May 13, 2015. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored an overwhelming 99% of the observations as distinguished or proficient in the Classroom Environment domain. The classroom environments were respectful and the teachers and students were respectful to all members of the community. The teachers had high expectations for students and the students were committed to doing excellent work throughout all of the classroom observations. The routines and procedures in place were managed effortlessly and there was little to no instructional time wasted during any classroom observation. Student behavior was generally appropriate school wide and teachers using a kind and respectful tone to deal with any misbehavior.

The QSR team scored 85% of the observations as distinguished or proficient in the Instruction domain. Nearly all of the classroom instruction was clearly presented and the students appeared to fully engaged. The teachers anticipated student misunderstandings and incorporated lessons on vocabulary as needed. Teachers did not make content errors and often created activities aligned to students' cultures and interests. In a small number of observations questioning and student discussion were primarily low-level and feedback from the teacher was general and not specific.

Prior to the two-week window, Briya PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. In several classrooms there were general and special education teachers in place to support all students. In two observations teachers used the team teaching model to deliver instruction. In another observation the "one teach, one assist" model was used during circle time. Teachers also used the "parallel teaching model" while students worked in small groups. The teachers used a variety of learning modalities to address the needs of their students.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Briya PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: The mission of Briya PCS is to provide a high quality education for adults and children that empowers families through a culturally sensitive family literacy model. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult facility literacy classes include English as a Second Language (ESL), computer, parenting classes, and Parent and Child Time (PACT) together.	**High quality education for adults and children** The school's mission was evident in every observation. The classrooms at every facility were filled with pictures of families and student work. The school was warm and welcoming and everyone was treated with respect and dignity. Teachers used common strategies for delivering instruction, as evidenced through their lesson delivery and the actual lesson plans. There was an intentional focus on encouraging the development of students' verbal skills through explicit vocabulary instruction. **Adult Education Classes** Each campus has weekly Parent and Child Time (PACT) classes and story time for families to engage in reading together. During this time families often completed the family journal reading rubrics tracking reading strategies used. This rubric is used school wide. There are six levels of basic, intermediate, and advanced literacy classes available for adult students to take. The students are assigned to classes based on their Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment System (CASAS) exam. The teachers used a variety of ESL strategies, such as using visuals to represent vocabulary terms, focusing on students' prior knowledge and cooperative learning. The teachers also used graphic organizers to help students learn and organize information. The school offers daily classes for students to earn a Childhood Development Associate

Mission and Goals	Evidence
	(CDA) or Medical Assistant (MA) certificate. During the observation of the CDA class, students used study materials from the Council for Professional Recognition in the classroom to begin the preparation for the Early Childhood Studies Review certification exam. The Georgia Avenue campus is co-located and partners with Mary's Center for wraparound services in health and other family support services.
Literacy: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.	Teachers taught a variety of thematic units in the early childhood classrooms. There were several units of study on display, including transportation, the human body, and balls. Language development was embedded into choice time, circle time, and small group work. The teachers also used games, songs, and questions to introduce new material to students.
Math: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.	In each of the early childhood observations teachers infused math concepts and skill development. Some examples observed included counting, identifying patterns, and classification. Students voted and worked with the teacher to create graphs and charts of the class results. The teachers also used a variety of manipulatives to reinforce key concepts with students.
Social Emotional: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.	Classrooms were warm and cozy and decorated with displays of large pictures of each student and their parent, student drawings and writing samples, as well as class rules and center identification. There were interest centers displaying student work as well as bulletin boards with student generated writing in the classrooms and the hallways. Each classroom had rules posted accompanied by corresponding pictures. The teachers encouraged students to use their manners and

Mission and Goals	Evidence
	modeled how to work cooperatively with one another. The teachers often referred to students as their friends.
Leading Indicator: 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.	The QSR team did not observe any evidence related to parent conferences.
Student Progress: 50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.	CASAS standards were referenced in the teacher lesson plans. Students are organized in their literacy classes based on their CASAS scores. Students are regularly tested to determine if they progress on this exam.
College and Career Readiness: 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship-training program.	During one of the math classes, the teacher reviewed the information provided within a pay stub with constant references to students' current and future employment. The school currently offers Medical Assistant (MA) and CDA skills training programs for their students. These classes are offered multiple times per week. Please refer to evidence from the mission statement related to this goal.
Leading Indicator: In-seat attendance rate at or above 65%.	Class attendance appeared to be more than 65% during the observation window. At times adult students arrived late to class, but the classes were generally full with few empty seats. An official

Mission and Goals	Evidence
	attendance rate will be available after attendance data is validated in August 2015.
70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	The QSR team observed parents and children reading, learning together, and completing their reading journals in the classroom during the weekly story time.
50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.	Students used materials from the Council for Professional Recognition in the classroom to begin preparation for the Early Childhood Studies Review certification exam.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 99% of observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 100% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport. The teachers and students had warm, positive relationships throughout the observations. Early Childhood teachers often engaged in small talk with parents as they dropped their students off in the morning. The PK students and adult students displayed respectful, considerate, and positive behaviors in the classrooms.	Distinguished	22%
		Proficient	78%
	The QSR team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 100% of the observations as proficient in the component of Establishing a Culture for Learning. All students were cognitively engaged throughout the observations. The teachers expressed confidence in student abilities and recognized student success often. Student work was displayed throughout early childhood and adult education classrooms. The teachers conveyed a passion for their students and for their content. The adult learners felt comfortable asking questions if they were incorrect and took pride in their work.	Distinguished	0%
		Proficient	100%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 100% of the observations as proficient in the component of Managing Classroom Procedures. Effective routines supported little to no loss of instructional time. Routines and procedures were in place school wide. In some observations the early childhood students helped with cleaning up and serving as helpers with teacher intervention and support. Daily schedules were often posted in the classrooms with words and pictures. The teachers often used songs, chants, bells or timers to signal when it was time to transition between activities.	Distinguished	0%
		Proficient	100%
	The QSR team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 95% of the observations as distinguished or proficient in the component of Managing Student Behavior. Standards of conduct were posted in each classroom. Student behavior was generally appropriate school wide. In one of the observations, a student was asked to refer to the chart and review each rule with the class. Teachers used reminders, active monitoring and proximity to address misbehaviors. Student misbehavior was age-appropriate and addressed effectively by teachers as needed.	Distinguished	6%
		Proficient	89%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory in this component.	Basic	6%

The Classroom Environment	Evidence Observed	School Wide Rating	
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 85% of observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 89% of the observations as distinguished or proficient in the component of Communicating with Students. There were several instances where teachers pointed out areas that might be possibly misunderstood, sometimes requesting that students help other students in the process of understanding and explaining the concepts. The teachers usually had the lesson topics posted on the board and communicated objectives orally with students. The teachers provided explanations of vocabulary throughout the lessons where appropriate.	Distinguished	11%
		Proficient	78%
	The QSR team rated 11% of the observations as basic and none as unsatisfactory in this component. In some observations the purpose of lesson activities was not clear to students, leaving them with questions about the learning task.	Basic	11%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 73% of the observations as distinguished or proficient in the component of Using Questioning/Prompts and Discussion Techniques. In the majority of the observations, teachers used questions to	Distinguished	6%

Instruction	Evidence Observed	School Wide Rating	
	introduce the lesson and to get students engaged in solving an issue. Teachers also used questioning during whole-group and individual activities. There were several opportunities, particularly in the adult education classes, of the teachers using cooperative learning to promote student discussion. Students often had to do role-plays using new vocabulary words or to share why they agreed or disagreed with a peers answer.	Proficient	67%
	The QSR team rated 28% of the observations as basic and none as unsatisfactory in this component. In some observations teachers primarily asked low-level questions to students. There were also observations where there was limited questioning or discussions among students. During one observation the teacher did not provide adequate wait time and often answered their own questions without giving students enough time to respond.	Basic	28%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 95% of the observations as distinguished or proficient in the component of Engaging Students in Learning. The teachers varied student groupings and provided students with some choice in how they completed learning tasks. The topics for discussions in the adult education classes were of high interest to the students and often involved the students, their families or their cultures. In one observation, students wrote and read about values of their own country and compared them to American values. The students shared and laughed with the class as they discussed similarities and differences among their cultures.	Distinguished	6%
		Proficient	89%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory in this component.	Basic	6%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team rated 83% of the observations as distinguished or proficient in the component of Using Assessment in Instruction. Teachers consistently monitored students' work. During one observation students provided feedback to their peers on their work. The teachers provided specific feedback to students when they asked for help or while they circulated the class to review student performance.	Distinguished	0%
		Proficient	83%
	The QSR team rated 17% of the observations as basic and none as unsatisfactory in this component. In some observations feedback to students was general and not specific or the teacher requested global indications of student understanding. During one observation the teacher only called on students to answer questions if their hands were raised. There were several students who did not respond and it was unclear if they understood the material.	Basic	17%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix C

July 2015

Using schools and clinics as hubs to create healthy communities: The example of Briya/Mary's Center

Stuart Butler, Senior Fellow, The Brookings Institution

Jonathan Grabinsky, Research Assistant, The Brookings Institution

Domitilla Masi, Research Assistant, The Brookings Institution

Executive Summary

Improving the health and upward social mobility of households in poor neighborhoods has been at the forefront of concern nationwide. The question is how to attain that goal.

There are several overlapping hypotheses on how to achieve successful impact in these communities. One is the "two-generation" strategy that focuses on both child and parent. A second is creating a "place-specific" approach that focuses on services within the specific location. A third combines the other two with "hub" institutions such as schools, medical centers, churches and other organizations.

School-based hubs have been attracting attention, which in turn has raised interest in how to determine how effective these hubs can be to a community.

Briya Public Charter School in Washington, D.C., shares a location with a health center, Mary's Center and the partnership delivers social, medical and education services for children and adults. The partnership is unusual and provides a particularly interesting perspective on the value hubs can provide to a community.

Briya/Mary's Center is also an example of the challenges faced by new or innovative organizations in assembling and analyzing the data they need to improve operations, and for their programs to be rigorously evaluated so that others can learn from their success. To address these challenges, public and private funders need to focus on helping innovative hubs to build up their data collection and analytical capacity as well as funding their services. Moreover, it is important to recognize that the form of data and analysis needed during the early phase of programs differs from that required for the formal evaluation of mature programs.

INTRODUCTION

There are several often overlapping hypotheses of what strategies are best to improve conditions in struggling, low-income neighborhoods. One is that the condition of each individual must be in the context of the whole household, rather than as "children" or "parents" whose situations need to be addressed separately. For this reason there has been increasing attention to "two-generation" strategies.[1] Another hypothesis is that focusing on a particular community and coordinating services within it – a "place-conscious" or "place-specific" approach – will lead to better results than applying services separately to households.[2]

A third hypothesis, often building on the first two, is that certain institutions in the community can act as "nerve centers" or "hubs" and further increase the focus and impact of coordinated services. Historically, the African-American church has performed such a hub role in many communities. More recently, there has been a growing interest in the potential of other institutions, such as housing associations, health clinics and schools as hubs. The Harlem Children's Zone (HCZ), for instance, has drawn attention with its education "pipeline"—centered on its own charter schools and reinforced with wraparound social services. The community schools approach is also based on the belief that schools can be the focal point of community improvement, not just institutions

> " Whether and how school-based hubs might help achieve healthy neighborhoods is an important topic of inquiry in our efforts to turn around low-income communities. "

of learning. The idea is that strategies designed to create the best learning environment with students "ready to learn" can radiate out from the school into the wider community and then back into the schools. These mutually reinforcing efforts are said to improve the neighborhood's educational attainment and its physical and social health, and increase the prospects for upward economic mobility.

This third hypothesis does have its skeptics. The impact of HCZ's wrap-around services and community interventions, for instance, has been disputed as a significant factor in children's educational outcomes.[3] Others argue that long-term impacts are often not identified in test scores, and that educational and social effects are not easily separated.[4] This in turn has triggered a debate about Promise Neighborhoods, which are an attempt to replicate HCZ on a national level.

Whether and how school-based hubs might help achieve healthy neighborhoods is an important topic of inquiry in our efforts to turn around low-income communities. There is a growing number of school-based hubs projects and interest in measuring their effectiveness and replicating those that seem successful. But assessing their impact is a difficult task. Often systematic data is not available to confirm the apparent results, and experimental and quasi-experimental evidence is limited. In these projects the data

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[1] Moore, Caal, Carney, et al, Child Trends (2014).
[2] Turner, Pastor, The Urban Institute (2010).

[3] Fryer, Dobbie (2011),Fryer, Dobbie (2014); Whitehurst, Croft (2010).
[4] Canada (2010).

Economic Studies at BROOKINGS

is rarely adequate to isolate the specific aspects of the integrative program that might be driving the outcomes. Moreover, many interesting approaches essentially lie undiscovered, either because organizations do not have the internal capacity to analyze the data to the degree needed for systematic evaluations, or researchers have not yet examined them. So there needs to be a better inventory of hubs, and at least an initial analysis of examples that seem particularly noteworthy, in order for us to be able to develop a clearer picture of their impact.

As a step in that direction for one such promising hub, this paper provides an overview and initial examination of Briya Public Charter School and Mary's Center in Washington, D.C. This is an interesting case study, among other reasons, because it combines school education services for young children – and also their parents – with a sophisticated health clinic for the entire family and a range of social services in strong partnership with public and private agencies throughout the city. In two of its sites, the clinic and school occupy the same building.

The education and health performance data available strongly suggest that Briya/Mary's Center is having a significant and positive impact on the families it serves. But as the paper will indicate, like so many other examples, Briya/Mary's Center not only faces a number of obstacles in pursuing and expanding its approach but also faces challenges in obtaining the resources and building capacity in data collection for rigorous evaluations that would enable analysts to understand its impact and replicate the model.

Among these challenges:

- It is difficult for such organizations to attract support for evaluation. Donors typically prefer to fund services rather than analysis. Yet adequate investment by private and public sources in data collection, analysis, and empirical evaluation is needed for us to measure the effectiveness of hubs like Briya/Mary's Center. An empirical evaluation, in the form of a mixed-methods research design — combining both qualitative and quantitative methodologies — is the most useful for capturing the many layers at work in these integrative models.

- Innovative organizations collect and utilize data primarily to guide their operations and improve services and procedures. Those services and procedures change as part of the innovative process, based in part on data, although the data organizations need for operational decisions is often different from that needed for formal evaluations. Formal evaluation is the gold standard for measuring the impact of programs, but organizations need flexibility to experiment with new programs, and to grow their existing programs in a way that is not constrained by the rigid structure of formal evaluations.

- To demonstrate the impact of such hubs, the hubs themselves as well as evaluators need to have greater access to longitudinal data and the capacity to analyze it. The belief of organizations like Briya/Mary's Center is that their investment in young children and their parents will pay off in the long-term, in several different ways. Longitudinal data and studies are needed to evaluate that proposition.

Overview of Briya/ Mary's Center

The Briya Public Charter School has three branches across Washington, D.C., two of which (in Petworth and Adams Morgan) share a location with Mary's Center – a community health center. A third Briya School, in the D.C. neighborhood of Mount Pleasant, is co-located with Bancroft Elementary School, a D.C. public school. There are other Mary's Center clinical sites in Maryland that are not connected to a school, and Briya families have access to any of the Mary's Center sites across the D.C. metropolitan region. The Mary's Center offers access to a series of wraparound services in health and social services to low-income, primarily immigrant households, and Briya provides education services to both children and adults.

Briya Public Charter School began in the neighborhood of Adams Morgan in 1989 as an Even Start program[5], to help smooth the transition of newly arrived immigrant families, primarily from Central America and Vietnam. In 2005, the school obtained its charter status, and by 2014 its three branches had been established. Currently, the school has an annual enrollment of approximately 150 children, from birth to age five, and around 400 adults participating in their programs. In November of 2013, Briya was chosen[6] by the D.C. government as one of six schools to receive a "community schools" grant, obtaining a sum of $166,667 for the 2013-2014 year.[7] The grant was intended to help expand access to the community's dental and medical services, as well as the adult education and youth development programs, by fostering community partnerships. Especially when considering its partnership with Mary's Center, Briya may be described as an "integrated student supports" (ISS) model. According to a review published by Child Trends in 2014, "ISS is a school-based approach to promoting students' academic achievement and educational attainment by coordinating a seamless system of wraparound supports for the child, the family, and schools, to target students' academic and non-academic barriers to learning.[8]"

Briya offers adult education programs in addition to early childhood, and is the only school in D.C. that offers a two-generation, family literacy model. Teachers serve as coordinators between students and parents, helping parents to become better and more active participants in their child's education. Most of the families enrolled in the schools are immigrants, with around 80 percent self-identified as Hispanic.[9] Although Briya does not have entrance requirements around English proficiency, the content of the adult program is built around English as a Second Language (ESL), so, by design, the participants that enroll in the program are less than proficient in English. The major components of the adult education program

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[5] Even Start is an education program for the nation's low-income families that is designed to improve the academic achievement of young children and their parents through: early childhood education, adult literacy, and parenting education (Even Start website).

[6] Brown, *The Washington Post* (2013).

[7] "A community school is a public and private community partnership to coordinate educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities, with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving the skills, capacity, and well-being of the surrounding community residents." (District of Columbia Community Schools Incentive Act of 2012).

[8] Moore, Caal, Carney, et al, Child Trends (2014).

[9] D.C.. Public Charter School 2014 Early Childhood Centers PMF data.

are English, parenting[10], digital literacy, and workforce development programs. The workforce development programs include a high school diploma, a child development associate credential training, and a medical assistant credential. Briya also hosts a series of speakers on various topics who offer important learning skills on-site, such as financial literacy.

Mary's Center was founded in 1988, and is now a multi-service, integrative medical center, which offers an array of health, social and professional education services, outlined in the following sections. Mary's Center has four medical locations in the Washington metropolitan area (two within the boundaries of D.C. and two in suburban Maryland) as well as a senior wellness center, and two mobile units that travel throughout D.C. offering dental and health promotion services to
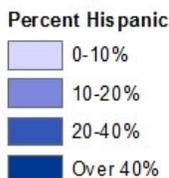
women of childbearing years. Families in the Briya School can access the health and social services offered by the other Mary's Centers around the city, and the services provided by Mary's Center can be accessed independently of the school. In 2014, 60 percent of the families enrolled at Briya chose to take advantage of the health and social services provided by Mary's Center.[11]

Figure 1 below maps the location of the Briya Schools and Mary's Centers and the percentage of Hispanics in D.C. Not surprisingly, the Briya Schools and Mary's Centers lie in some of the areas of D.C. with the highest concentration of Hispanics, in census tracts where Hispanics make up between 10 and over 40 percent of the population. Moreover, the Centers are also located in places with high concentrations of low-income Hispanics.
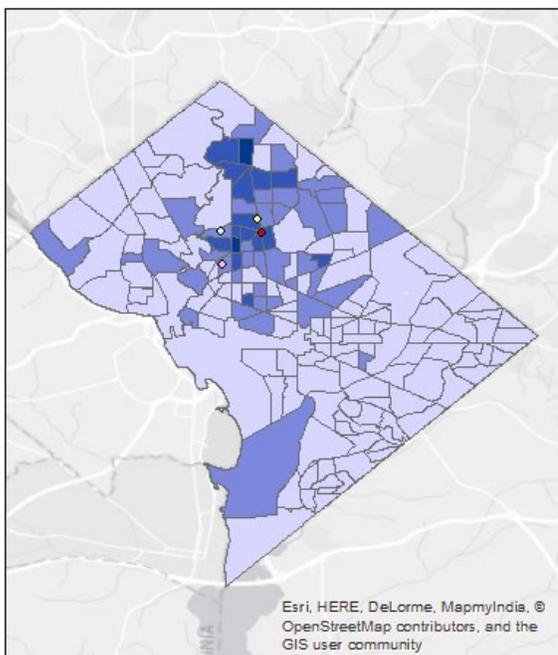
Figure 1) Percent Hispanic and Briya-Mary's Centers in D.C. 2009-2013 ACS 5-year Estimates

- ◆ Mary's Senior Wellness Center
- ◇ Briya School and Mary's Center Petsworth
- ◇ Briya School and Mary's Center Adams Morgan
- ◇ Briya School Mt. Pleasant

Percent Hispanic
- 0-10%
- 10-20%
- 20-40%
- Over 40%

Source: American Community Survey 5 Year Estimates, 2009-2013
Unit of Analysis: Census Tract

Esri, HERE, DeLorme, MapmyIndia, © OpenStreetMap contributors, and the GIS user community

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[10] Developing parenting skills appears to be an effective strategy to improve the conditions of low-income families and the opportunities for children. See Reeves, Howard (2013).

[11] This number is based on a point in time analysis of service utilization. Cara Sklar, Research and Policy Director at the Briya Public Charter School, suggests that the number is likely to be higher, as some of the grants received within the last year have enhanced and formalized the ways of linking students with Mary's Center services.

Figure 2 maps the location of the Briya Schools and Mary's Centers against the percentage of Hispanics living below the poverty line; anywhere from 10 to 20 percent of Hispanic families living in the tracts where the Centers are located have a household income that falls below the poverty line.

Figure 2 Percent Hispanic Below Poverty Line and Briya- Mary's Centers in D.C. 2009-2013 ACS 5-year Estimates

- ♦ Mary's Senior Wellness Center
- ◇ Briya School and Mary's Center Petsworth
- ◇ Briya School and Mary's Center Adams Morgan
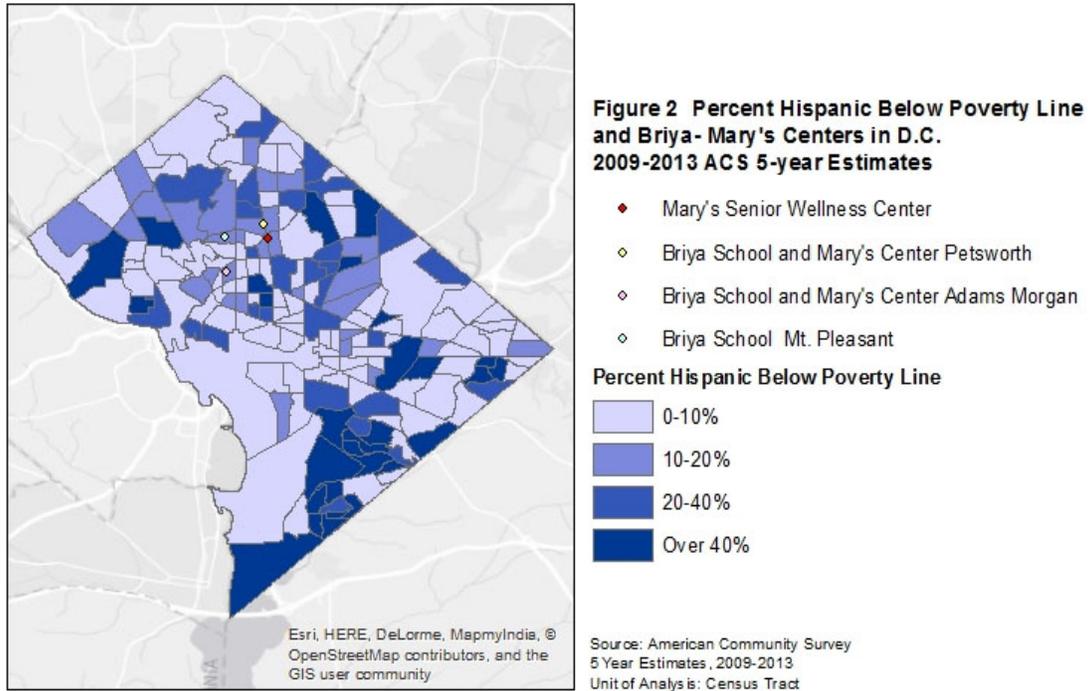- ◇ Briya School Mt. Pleasant

Percent Hispanic Below Poverty Line
- 0-10%
- 10-20%
- 20-40%
- Over 40%

Source: American Community Survey
5 Year Estimates, 2009-2013
Unit of Analysis: Census Tract

Briya/Mary's Center Programs

The Briya–Mary's Center partnership offers an array of services for families, aimed at tackling multiple sources of family distress together and at one location. These include:

Briya Public Charter Schools Services

Briya is a Public Charter School that follows a family-literacy, two-generation model. Its mission is to provide a high-quality education for adults and children that empower families through a culturally sensitive family literacy model. It offers English, computer skills, parenting and civics training to parents while preparing children of ages birth to five for future school success[12].

Figure 3 Briya Family Literacy Model
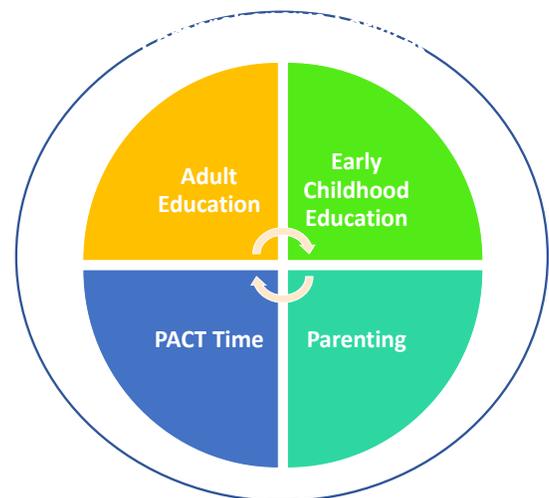
Source: Cara Sklar, Research and Policy Director, Briya Public Charter School

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[12] Briya Public Charter School website.

Two-Generation Early Childhood Education and Family Literacy: The pre-school serves children from birth to age five. It is open from 9:00 to 3:00, and infant, toddler and pre-k classes are held at the same time as adult classes. One of the central features of Briya is its two-generation model, where teachers serve as facilitators between parents and their children. The parent is often brought into the classroom to learn alongside the child and they are continuously involved in setting their child's goals and monitoring their child's progress.[13]

Adult Education and Parenting Classes: All classes offered by Briya are free, including for adults, but once a child is accepted the parents are encouraged to participate in all components of the program — including as a family in the family literacy program. Parents are encouraged to sign a document agreeing to spend at least 2 ½ hours a day in the school during the day or in the evenings. Briya offers a variety of adult classes. These include six levels of English for Speakers of Other Languages (ESOL), computer classes, a National External Diploma Program (NEDP), and career training.[14] Typically, the enrolled adult students have less than 6 years of education in their country of origin. To promote leadership and democratic participation among students, the adults have organized a Student Council, which meets regularly to voice the needs of students.[15]

In addition to general education classes, the adults are also taught parenting and "practical life" skills. Parenting skills include early childhood development, language, and

literacy development techniques, as well as classes on general support to the child's education, discipline, and nutrition. For practical life skills, parents are taught a variety of services, such as: "how to complete health, school, and work forms, read medicine labels, and ask questions at doctor appointments."[16]

Briya also offers two credentialing services: the Registered Medical Assistant Programs, and the Child Development Associates Program. The Registered Medical Assistant Program is an 18-month course that prepares adult students to conduct clinical and administrative duties, and the Child Development Associate (CDA) credential is a 120-hour course with a 480 hour practicum that allows graduates to become credentialed early care professionals.

Figure 3 offers a graphical representation of Briya's "family literacy" model, indicating how the different programs—Adult Education, Early Childhood Education, Parenting, and Parent and Child Together time (PACT)—are meant to work in coordination with each other with the curriculum of each reinforcing the other.

Mary's Center Services

Mary's Center is a Federally Qualified Health Center (FQHC). This means it is a community health center that receives enhanced federal reimbursements for providing comprehensive care to underserved areas or populations.[17] In 2011, Mary's Center also received recognition as a National Committee for Quality Assurance (NCQA) Patient-Centered Medical Home (PCMH) —a model that delivers high quality care and leads to improved health through increasing access to care, teamwork,

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[13] Mary's Center brochure.
[14] Mary's Center website.
[15] Cara Sklar, Research and Policy Director, Briya Public Charter School.

[16] Briya Public Charter School website.
[17] U.S. Department of Health and Human Services website, What are federally qualified health centers (FQHCs)?

and use of appropriate health information technology.[18]

Figure 4 Mary's Center Social Change Model

Source: Mary's Center |Saving Lives and Strengthening Communities, One Family at a Time. "Our Model." Web.

Mary's Center employs a multi-pronged approach, known as the 'Social Change Model,' to address the complex needs of its community.[19] As depicted in *Figure 4*, at the center of this model is the idea that providing individuals and families with an integrated set of health care, education, and social services —instead of only addressing their health issues—is more effective in enabling them to achieve stability, economic independence, and overall good health. The Center offers health care, education, and social services to about 40,000 beneficiaries per year. An internal analysis conducted in 2014 found that about 40 percent of these beneficiaries receive all three services.[20] The center

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[18] Mary's Center Earns National Recognition for Patient-Centered Care, [Press Release] June 11 2014

[19] 'Our Model,' Mary's Center, http://www.maryscenter.org/content/our-model.

[20] Conversation with Alis Marachelian, Senior Director, Health Promotion Department and Maria Gomez, CEO of Mary's Center.

operates across four medical locations, one senior wellness center, and two mobile units in Washington, D.C., and Maryland. The Center employs full-time and part-time staff, with full-time equivalent employees (FTEs) constituting about 92 medical staff members; 20 dental staff members; 19 mental health staff members; and 62 'enabling services' staff members which include case managers, patient education specialists, outreach workers, and eligibility assistance workers. *Figure 5* provides a breakdown of the Center's personnel and the number of clinical visits they provided in 2014.

Figure 5 Mary's Center Staffing and Utilization in 2014

Personnel by Service Category	Full-Time Equivalent Employees	Clinical Visits
Family Physicians	2.41	8,839
Internists	1.61	4,889
Obstetrician/Gynecologists	0.60	2,549
Pediatricians	11	39,900
Nurse Practitioners	6.10	19,789
Physician Assistants	1	3,559
Certified Nurse Midwives	6.35	21,737
Nurses	12.08	672
Other Medical Personnel	50.32	-
Total Medical Staff	*91.47*	*101,934*
Total Dental Staff	*20.33*	*28,603*
Total Mental Health Staff	*18.51*	*13,918*
Total Enabling Services Staff	*62.19*	*14,494*

Source: Mary's Center 2014 Uniform Data System (UDS) data (internal report)

Health: Mary's Center offers a variety of health services. Among these are: (1) adolescent and adult care that includes physical exams, family planning, and prenatal care; (2) health promotion and disease prevention services including health screenings and in-depth, participatory health education counseling on the spectrum of cardiovascular, sexual, reproductive, and respiratory health, as well as nutrition and cancer navigation services; (3) mental health care; (4) dental care; (5) pediatric care; and (6) senior care.[21]

The Center has two mobile health units that provide outreach, health screening, and educational services to underserved neighborhoods. The Community Outreach van, known as the "Mama & Baby Bus," a partnership with the March of Dimes, offers families services ranging from health screenings, domestic violence, and depression screenings and referrals, as well as helping families to navigate insurance enrollment and to help access other health and social services. Through the use of mobile dentistry equipment, Mary's Center Dental Cruiser offers pediatric dental services at four middle schools in Prince George's County, Maryland. These mobile services are provided in the same way as all of Mary's Center services—the units take insurance, and for those clients without it, payment is charged based on a sliding scale.

> ❝ ...providing individuals and families with an integrated set of health care, education, and social services – instead of only addressing their health issues – is more effective in enabling them to achieve stability, economic independence, and overall good health. ❞

Social Services: Mary's Center offers families a variety of social services including (1) domestic violence support; (2) support programs to help families access employment, housing, food, financial assistance and legal services at each of their clinical sites;(3) a father-child program to help fathers be better involved in their children's lives; (4) a home visiting program called Health Start Healthy Families (HSHF) to help prevent child abuse and neglect; (5) early intervention services for children with disabilities; (6) an after school teen program that also provides social services support for both youth and their families; and (7) senior care.

Moreover, Mary's Center's Bilingual Health Access Program (BHAP) works in partnership with the D.C. Office of Public Benefits to help families assess their eligibility for insurance and assistance programs. For example, the program helps patients apply for health insurance, including through Medicaid, the D.C. Children Health Insurance Program (CHIP), and Marketplace plans. Families are also assisted in applying for various entitlement benefits such as: the Special Supplemental Nutrition Assistance Program (SNAP), a federal food stamp program intended to help low-income families buy food to maintain healthy lives; the Women, Infants, and Children (WIC) home visiting program, which offers food vouchers and education to mothers and infants under the age of five; and the Temporary Assistance for Needy Families (TANF), a federal program

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[21] Mary's Center website, Health Services.

that provides temporary financial assistance to families, with the primary aim of allowing them to achieve self-sufficiency through employment.

Professional Education and Teen Preparation: In addition to the education services provided at Briya, Mary's Center also offers an array of adult education services. For example, Mary's Center has a child care licensing program where early childhood professionals can receive training, technical assistance, and coaching from Mary's Center staff to learn how to open their own child care facilities. Mary's Center has also recently been awarded a grant from the D.C. Office of the

> " In many cases, the Center has therefore developed an interesting cyclical pattern whereby individuals that were at one time offered health care, education and social services, become qualified and return to the Center to provide those services to others. "

State Superintendent of Education to serve as a hub for a network of family child care providers – who care for infants and toddlers – to receive training and technical assistance to ensure they meet the Early Head Start quality standards.[22]

The Center also provides teen educational programs to help first- and second-generation youth prepare for college, avoid unintended pregnancy, learn how to have healthier nutrition and a physically active life, and find meaningful work during the summer months. The adolescent services offered include tutoring, SAT preparation, community projects,

job readiness, job opportunities, health education workshops, behavioral health, school advocacy, and collaboration with school counselors.[23]

Significantly, many of the students who enroll in these programs and receive credentials go on to join Briya's and Mary's Center staff. The new Medical Assistant Program, for instance, has now graduated one class of 20 students, and four of these students were hired by Mary's Center. The CDA program, started in 2007, has graduated 298 students of whom 18 currently work at Briya.[24] Several of Mary's Center's and Briya's current employees were also originally mothers who received pre-natal care services. In many cases, the Center has therefore developed an interesting cyclical pattern whereby individuals that were at one time offered health care, education and social services, become qualified and return to the Center to provide those services to others.

Cooperation and Coordination with Other Institutions

The Briya/Mary's Center network operates as a hub in the sense of individuals and families coming to facilities in order to receive onsite education and services. But it also radiates into the community as well, having an impact outside the walls of its facilities. The mobile health units are one example. Briya/Mary's Center also partners with other institutions in

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[22] D.C.gov; "Mayor Bowser Launches Early Learning Quality Improvement Network." web. 6 June 2015.

[23] Mary's Center website, Education Services.

the community, leveraging its expertise and systems in symbiotic relationships to enhance the effectiveness of other organizations.

Bancroft Elementary School. For example, the Briya School of the D.C. neighborhood of Mount Pleasant is co-located with the bilingual Bancroft Elementary D.C. public school. Not surprisingly, Bancroft is often top of the list for Briya students moving on to a D.C. public school. In addition, the relationship is strengthened because several of the Briya staff and adult students are also Bancroft parents and serve on parent teacher groups and other organizations within Bancroft.

Mary's Center's partnerships are, for the most part, determined by the specific needs and funding of each department within the organization. For instance, Briya tries to connect its adult students to different service providers within Mary Center, as well as with other organizations in the community, to try to address the broader social needs of the adult students. Meanwhile a Community Schools grant provided Briya with funding to organize a "know your rights" event, for which they invited different legal and social work organizations within the community to connect with the students and provide legal consultations on-site.

Teen Program. This is another example of how Mary's Center radiates into the community. Every young person (aged 12 to 21) that comes through the Center is given an "intake questionnaire," asking him/her a series of questions on such things as relationships, schools, drug usage, and depression. This tool is then used to connect students to different services or organizations based on

their identified needs, either on- or off- site. For instance, if the intake suggests that the teen requires GED classes, Mary's Center connects the teen with the college preparation services offered by the Latin American Youth Center. If the intake suggests that the teen has a smoking issue, he/she is connected with the health promotion department at Mary's Center. One core endeavor of the teen program services is its paid summer job program, which lasts six weeks, accepts over 100 students every summer, and involves workshops and job opportunities, both on- and off- site. Many of the interns work within Mary's Center where they are mentored by various medical and social services providers, and some offer assistance to Briya. For off-site internships, the Teen Program partners with the D.C. government to connect their students to internships across various organizations such as embassies, Blue Cross Blue Shield-CareFirst, and The Museum of National History at the Smithsonian. These internships are for the most part funded by the D.C. Mayor's Summer Youth Program and the Office of Latino Affairs.

Mental Health Clinic. Another example of how Mary's Center partners with community organizations is its school-based mental health clinic. As part of this initiative, Mary's Center has partnered with 11 schools in D.C. in an effort to open a school-based clinic within each school. The program involves sending a therapist to the school, working closely with the school administrator, to "enhance teachers' and counselors' ability to support students and families without having to travel off-campus while also caring for the behavioral needs of children on-site."[25]

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[25] Mary's Center website, Health Care Services.

Evaluation of the Briya/Mary's Center Model

The Data Gathering Process

Just how successful is Briya/Mary's Center in enhancing the lives of people in its community and which programs are the keys to success? If models like this are indeed successful, we would want to replicate the model elsewhere. Yet although Mary's Center has a robust system for keeping track of utilization and has several other performance metrics for the many families that they serve, there are still obstacles that prevent us from knowing the full effect of the programs. The Center has not secured the funding needed to conduct an empirical evaluation of the program. Moreover, the performance data they collect, while ample and thorough, may not fully capture what is needed for a full assessment of progress. Moreover, as the organization evolves and experiments, the data and analysis needed for operational decisions and to guide change is not necessarily the same that is needed for a full evaluation.

Quality Assurance and Outcomes Department.

Still, Mary's Center has invested in a Quality Assurance and Outcomes Department over the last several years, which has included expanding and refining its data collection process. In 2008, Mary's Center adopted EMR Systems Go — an electronic medical record that provides a single repository for all data collected within the organization.[26] A copy of this database is then connected to Structured Query Language (SQL) programming software, which is in turn used by a programmer within the Outcomes Department to generate internal reports. Every program within Mary's Center logs data into the centralized Electronic Health Record (EHR). Selected staff within each department receives regular training on how to log in and retrieve the data from the dashboard. The online record holds extensive documentation on any individual who has ever accessed any of the services offered at Mary's Center. Among many clinical and social conditions, the EHR has individual-level information on: demographics; details on the individuals' health promotion received; and whether the individual received counseling on sexually transmitted diseases, nutrition, asthma, etc. The database also holds information on the types of services the individuals accessed, as well as the dates and length of the individuals' engagement with Mary's Center.

The Outcomes Department provides most of the internal data reporting for the organization. Their central task is to generate a quarterly report on the progress of all individual departments within the organization, based on pre-assigned annual goals. On the clinical side, the goals are determined according to the national objectives set by the Office of Disease Control and Health Promotion.[27] The individual programs providing education and social services set their goals internally. These quarterly reports are reviewed by the Mary's Center Board, as well as peer reviewed by the board of Continuous Quality Improvement (CQI), which meets monthly, before being distributed to heads of every department in the organization to assess if there needs to be a change in process or delivery of care to address outcomes not met. The Quality Assurance and Outcomes Department also

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[26] Bethany Sanders, Outcomes Director, Mary's Center

[27] Office of Disease Prevention and Health Promotion website, Healthy People Initiative.

provides individual departments with metrics based on each department's needs and demands: they provide departments with the metrics they need to report on their grants and they provide departments with monthly data on patient tracking, as well as a series of other metrics based on individual departmental requests.

Some Challenges in Program Evaluation and in Collecting and Analyzing Data

Although advanced electronic data collection systems are in place to provide data analysis to track and improve its operations, the Briya/Mary's Center model, like similar approaches, struggles to allocate resources and attract funds to enable the organization to develop rigorous empirical analyses of its programs, which is a common challenge for such innovative models. But without an empirical evaluation, it is difficult for public and private funders to know whether supporting the expansion and replication of a seemingly promising approach is a wise investment.

But a rigorous evaluation of such programs is not a simple task, even with adequate funding and internal capacity. Although rigorous research methodologies have been used to evaluate integrated "wraparound" services, the precise impact of interconnected services is difficult to quantify, as it is hard to isolate the effect of various services on the individual. Yet central to the logic of the Mary's model is that these outcomes are working in conjunction with each other and that their effects are best measured collectively.

On another note, there is also a question of

whether the type of data normally collected to keep track of the performance of an organization is actually useful in analyzing the progress of those families served specifically at Briya/Mary's Center. One reason for this problem is that the data collected to comply with the terms of a government program or private grant may not actually cover the apparent "secret sauce" of an innovative approach. So there can be a disconnect between the data collection requirements of funders and payers and the data that is needed by the organization to track how individuals benefit from promising strategies. Another challenge is that in a creative, evolving organization, different kinds of information may be more important at different stages of development. For example, there is a difference between the data needed to help plan and tweak a continually changing and evolving organization and what is needed to fully evaluate a mature and stable organization that may be a candidate for replication.[28]

Creating centralized data systems within the organization may also have its downside. One issue when data is centralized in an organization is that individual departments may not have the technical capacity to pull-up data reports on a regular basis. Mary's Center is in the process of training people within departments to better develop the skillset they need to do this. But this is often the kind of challenge that impedes the flow of information down the organization.

There is also an issue with the scope of the data that organizations can access and track. A constant source of frustration expressed by

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[28] Butler, Muhlhausen, *National Affairs* (2014).

Mary's Center leaders is the absence of infrastructure available to gather and track longitudinal data on clients, and to keep track of their activities once they leave Mary's Center. This is a capacity issue, but also a privacy issue. Privacy statutes, such as the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA), often hinder the sharing of data across organizations.

> " Briya/Mary's Center does seem to be on the right path; … the evidence on the many individual components of Briya/Mary's Center have shown positive, albeit modest, effects. "

These data and evaluation challenges make it difficult to assemble the analysis needed to demonstrate with confidence the degree to which Briya/Mary's Center model has been successful, and to determine what constitutes its key elements of success.

But Briya/Mary's Center does seem to be on the right path; the evidence on the many individual components of Briya/Mary's Center —English-language, two-generation programs, integrated student supports, patient-centered medical homes (PCMHs), school-based health centers (SBHCs), and mobile health units—have shown positive, albeit modest, effects. Likewise, the preliminary education and health performance data at hand suggests that that it is performing well.

What Other Research Suggests About the Briya/ Mary's Center Approach

Reviewing the body of existing research, there is evidence to suggest that two-generation

programs and integrated student supports can be effective programs for boosting outcomes among infants and toddlers.

An initial review of the literature suggests that, other than the evaluations of federal programs such as the Even Start Family Literacy Program and the Enhanced Early Head Start[29] (both of which had issues of implementation and showed poor results), the recent wave of two-generation family literacy models— those initiated since the 2000s, which Chase-Lansdale and Brooks-Gunn refer to as two-generation programs 2.0.[30]— have not been evaluated under experimental or quasi-experimental conditions. So we do not yet fully understand the causal effect of these programs on families and children. Nonetheless, there is evidence to suggest that these models offer a promising approach for child and family development.

Two-Generation Models. The Brookings-Princeton joint journal collaboration *The Future of Children* dedicated its spring 2014[31] issue to examining the current and potential success of two-generation programs. Although the contributing authors echo the need for more rigorous evaluations of the interventions in place before being able to draw strong conclusions on their efficacy, they are optimistic about the potential of these models to exert a positive impact on families. Among other things, the authors suggest that two-generation programs seek to tackle multiple sources of family distress—stress regulation,

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[29] Pierre, Ricciuti, Tao, Department of Education (2003), Huseh, Farell (2012).
[30] The Future of Children 24.1 (2014).
[31] The Future of Children 24.1 (2014).

parental education, parental health, family income, employment and assets—which have shown to be linked to a child's development.

In this same *Future of Children* issue, Chase-Lansdale and Brooks-Gunn argue that providing infants with a continuously positive and embracing surrounding environment, and offering intensive interventions in more than one area of a child's life during the early years—both of which are covered under two-generation models—are essential to a child's wellbeing.

There are other sources of evidence pointing to the impact of two-generation programs. The National Center for Families Learning conducted a qualitative evaluation on the performance of Hispanic-focused family literacy programs in 53 schools around the nation, and found that the programs increased student achievement and parental engagement with their children and schools. Moreover, an eight-year longitudinal mixed-methods (non-randomized) evaluation[32] of a family literacy program in Los Angeles found that the program led to increased parent participation in their respective homes, schools and communities, even after the program ended. Lastly, there is also evidence to suggest that focusing on boosting the English-language proficiency of children and adults can lead to better outcomes for families.**[33]**

Multi-Service, Comprehensive School Models. In February 2014, Child Trends published the most comprehensive compilation of evidence to date on the efficacy of these school models, which they call "integrated student supports." The authors looked at the evidence surrounding nine of these models, which together serve more than 1.5 million students in nearly 3,000 elementary and high schools across the country.[34] One of these is the "Communities in Schools" program, which is part of the "Coalition for Community Schools."[35] The Briya/Mary's Center partnership has been closely aligned with this model since its inception, and in 2013 Briya/Mary's Center was a grantee of the first wave of "Community Schools" grants given by the D.C. government. Overall, the report finds integrated student supports (ISS) to be a promising approach, well-grounded in child-development research, and that have shown modest but positive effects in boosting student outcomes.[36]

One of the most valuable parts of the Child Trends report is the review of 11 evaluation studies that have used an experimental or quasi-experimental design to evaluate the efficacy of these integrated service schools. The review from the quasi-experimental studies suggests that these models can have significant effects on student progress, school attendance, GPA, and reading achievement/ English Language (ELA) test scores (pg.62). The four randomized controlled trials studies that were reviewed also found positive, albeit significantly less frequent, effects of the school models on student test scores.

To be sure, even though the education research would suggest Briya/Mary's Center approach is in line with study findings, the partnership is charting new ground and there are at least two caveats about the applicability

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[32] Quick, Manship, et al, American Institutes for Research (2011).

[33] Kim, Curby, Winsler (2014), Ross, CAP (2015).

[34] Moore, Emig, ChildTrends (2013).

[35] See Community Schools website http://www.communityschools.org/.

[36] Moore, Caal, et al, ChildTrends (2014).

of the general research to the Briya/Mary's Center model.

First, the evidence on integrated student support models concentrates on the effect of the school models on students in grades 1-12. A review of the literature suggests that no study has looked at the effects of integrative programs on early-childhood scores.

Second, although the evidence suggests that integrative models can boost student outcomes, it is not clear *which* of the many services being offered by the schools is influencing the scores, or *which* factors are most influential in a child's development.[37] Given the inter-connectedness of these services, the full benefits of having children exposed to a continuous set of "wraparound services" are difficult to quantify, and it is particularly tough to isolate the particular services that are the most effective in promoting child development. There is also conflicting research on whether providing social services and community-level interventions have an effect on student outcomes.[38] These are crucial issues to wrestle with when thinking about which features of a model are the keys to success in replication.

The Performance Data on Education

Given the evaluation challenges described previously, Briya's impact on early childhood and adult education cannot yet be determined with confidence.[39] Still, as mentioned previously, there is evidence to suggest that

the different components of the Briya/Mary's Center model—two-generation programs, English literacy programs, as well as the integrated, multi-service health and social supports—can indeed boost human capital development among children.

What about the performance data that *is* available? The available preliminary data on adult and student scores shows promising results.

There are about 60 public early childhood charter schools and eight chartered adult education programs in D.C. As recent as 2013, The Public Charter School Board piloted its first common accountability tool—The Performance Management Framework (PMF) [40]—to measure early childhood and adult education programs across its schools.

To be sure, the performance assessments of these programs are still in their infancy, and the data available is too preliminary in nature to allow us to make any definitive statements about the performance of Briya at this point. Further, demographic differences across schools, differences in the details of the content of the programs and curriculums, the small number of early childhood and adult education programs sampled, and possible differences in the way the data was collected complicates the use of the PMF as a source of evaluation across schools. In many ways, therefore, using PMF data to compare schools is not an "apples to apples" comparison. However, with these caveats in mind, a first look at this data suggests that Briya is doing better than the rest of the D.C. early childhood schools and adult education schools, but is

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[37] Moore, Caal, et al, ChildTrends (2014) (pg.6).

[38] Fryer and Will (2011) and Fryer and Will (2014) and Glover and Craft (2010).

[39] When asked about this, Cara Sklar, Research and Policy Director at the Briya Public Charter School, cited a lack of funding.

[40] 2013-2014 Performance Management Framework: Guidelines and Technical Guide.

nevertheless struggling with below-average levels of child attendance.

The PMF was adopted by the D.C. Public Charter School Board in 2013 with the logic of creating a standardized way of measuring the academic performance of the programs across schools, while allowing schools the flexibility to choose from a menu of student assessments they consider best fit their schools' program and demographics. In 2013-2014, D.C. Public Charter School Early Childhood schools were measured based on

interaction and attendance (which together account for 50 percent of the PMF assessment)[41].

Figure 6 compares the results of Briya teacher interaction with those of its peer D.C. charter schools, with the average of a sample of schools in D.C. taken by the Office of the State Superintendent of Education in 2014, and with the national Head Start averages.[42]

This comparison uses the Classroom Assessment Scoring System (CLASS) metric,

Figure 6 Teacher Interaction - 2013-2014

Briya PCS vs. other Early Childhood Centers
(scores using Classroom Assessment Scoring System)
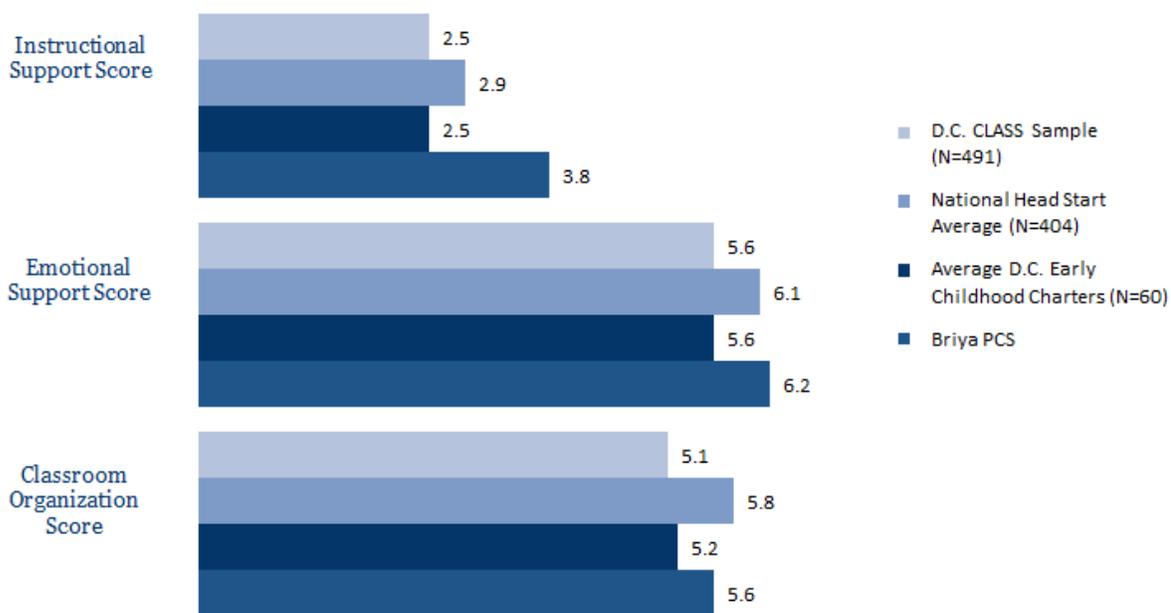
the following metrics: student growth in education domains, a self-assigned mission-specific goal, attendance, and teacher-student interaction. We compared Briya to its peer charter schools based on the two measures that are the most easily generalizable across early childhood centers: teacher-student

which is an in-person, qualitative evaluation that records and measures student-teacher interactions, and is considered one of most reliable, scalable ways to evaluate the success of an early childhood program.

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[41] 2014 Early Childhood Performance Management Framework, D.C. PCSB.

The CLASS scores account for 40 percent of the Charter Schools' PMF evaluation.[43]

The preliminary numbers suggest that Briya is doing better than the average of its D.C. early

Although this is good news for Briya, its attendance rates are lower than those of its peer charter schools. *Figure 7* compares the in-seat attendance rate[44] of Briya with the average for D.C. early childhood charter

Figure 7 In-Seat Attendance Rate 2013-2014
Bryia vs. Other Early Childhood Centers D.C.
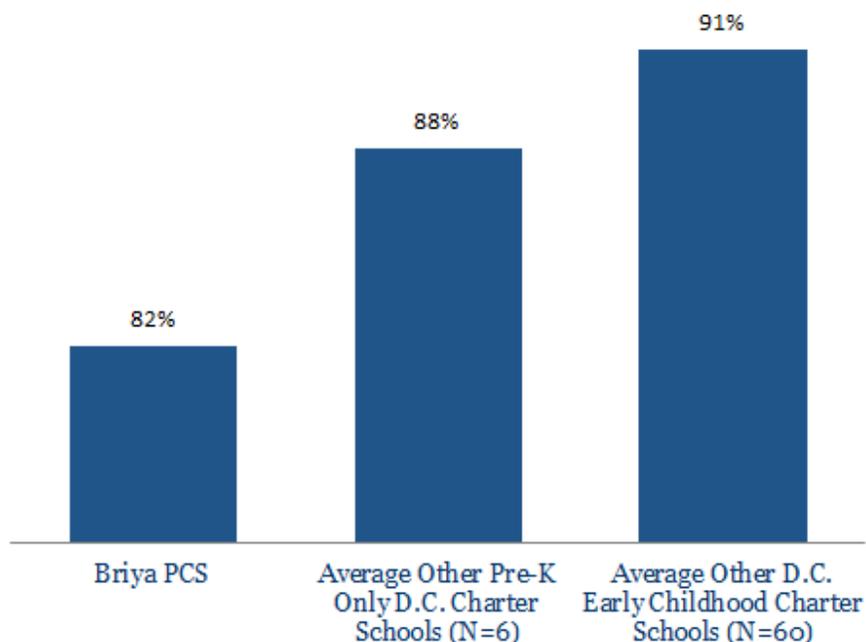
childhood peers, across all three measures of teacher-classroom interaction. It is also doing better than the average of the D.C. Schools sampled annually by the Office of the State Superintendent of Education, and approximately the same as the national Head Start average (and in the case of instructional support, better).

schools and pre-k-only D.C. charter schools (national averages not available). Pre-k-only charter schools are included because this captures the universe of early childhood chartered schools for which attendance is not mandated by law. Attendance accounts for 10 percent of a Charter Schools' PMF evaluation.

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[43] Briya is part of state pre-k, not a part of Head Start. In lieu of better data, Head Start numbers were taken as a proxy for the national averages of early childhood centers serving low-income families. Head start link: http://eclkc.ohs.acf.hhs.gov/hslc/data/class-reports/docs/national-class-2014-data.pdf.
[43] Early Childhood Performance Management Framework, D.C. PCSB..

[44] In-seat attendance measures days present over total days enrolled. Many other states around the country measure average daily attendance rate, which is days present plus excused absences over total days enrolled. It is important to note this distinction when comparing D.C. Public Charter School to other schools in the nation.

Eighty two percent is hardly a low attendance rate, especially for non-compulsory grades such as pre-k, but it is lower than the comparable early childhood charter schools in D.C. Why might that be? A possible explanation is that in an attempt to promote "the family literacy model," the school might be unintentionally driving up absences. Briya expects parents to spend 2.5 hours a day in adult education and parenting classes, and are not encouraged to just "drop the children and leave." This may cause some parents to keep their children out of school on some of the days the adults cannot attend, especially given the costs for low-income families: sacrificing over two hours of their time during the work-day can be very high. Another possible reason, as Briya staff point out, is that the school is working with some of the most vulnerable families in the city. For instance, Briya has the highest percentage of student English language learners of all the early childhood charter schools in D.C. Still, their below-average attendance rate is a source of concern.

Adult Education. The PMF also sampled adult education data comparing Briya with the other schools. The adult education programs were measured based on test scores in English proficiency, how much the students progressed throughout the year, and whether the adult student managed to obtain/retain a job or enter postsecondary school.[45] The many differences between the adult education programs, the small sample of schools (n=7), and the vastly different curriculums and demographics across programs make the comparisons across adult programs problematic. Thus, we omitted them from our

analysis. Nevertheless, at first glance,[46] based on D.C. Public Charter School Board PMF data, Briya is doing as well as, or better than, the other adult education programs.

Given that the PMF was only piloted in 2013-2014, it is hard to make any conclusive statements about Briya compared with the other schools. But a first look at the data suggests that the adult and early childhood programs from Briya are doing well, and on most accounts better than the other D.C. public schools. By the end of this school year (2014-2015), the D.C. Public Charter School Board intends to use these metrics to start dividing the early childhood and adult education programs into different tiers, depending on their performance.

The Evidence on Healthcare

As mentioned earlier, given the uniqueness of the Briya/Mary's Center model, and the challenges the Center faces in financing data evaluation and the collection of data over time, it is difficult to quantify its effect on the community it serves. However, as in the case of the education programs, the research literature would lead us to expect that several features of Mary's Center and its services should be effective in improving community health outcomes.

Several studies, for example, have found that the quality of care provided in community health care centers is high compared with other usual sources of primary care. For example, one cross-sectional analysis comparing the performance of Federally Qualified Health Centers (FQHCs) and look-alikes with that of private practice primary care

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[45] 2013-2014 Adult Education Performance Management Framework, D.C. PCSB.

[46] D.C. Public Charter School Board Annual Report 2014.

physicians (PCPs) on a set of ambulatory care quality measures showed that FQHCs and look-alikes had equal or better performance than private practice PCPs.[47] These results are especially meaningful given that these FQHCs and look-alikes served a disproportionate share of patients with chronic diseases and socioeconomic challenges, as is mostly the case in community health centers. Similarly, another study found that one in every ten community health centers is consistently high performing, and that most perform well in managing diabetes and high blood pressure when compared to Medicaid managed care organizations (MCOs).[48] These results are impressive, given that MCO patients all have insurance—unlike the

typically low insurance rates of individuals using community health centers.

Research on the effects of Patient Centered Medical Homes (PCMHs) on patient care and health is gaining momentum. A recently

published evaluation of 28 publications, including peer-reviewed literature, state program evaluations, and industry reports found evidence for improved quality of care, access to care, and patient satisfaction in PCMHs.[49] A review of 19 peer-reviewed studies found that PCMHs showed small to moderate positive effects on patient experiences and on the delivery of preventive care services.[50] Other studies have found that medical homes can result in significant

Figure 8 Percentage of Patients Quality of Care Services in 2013

■ Mary's Center   ■ Other HRSA Funded Health Center Grantees

Measure	Mary's Center	Other HRSA Funded Health Center Grantees
Diabetes Control	72	69
Blood Pressure Control	64	64
Heart Attack/Stroke Treatment	83	75
Cholesterol Treatment	81	75
Asthma Treatment	94	78
Childhood Immunization	90	76
Colorectal Cancer Screening	24	33
Tobacco Cessation Counceling for Tobacco Users	56	64
Tobacco Use Screening	89	92
Adult Weight Screening and Follow Up	60	53
Adolescent Weight Screening and Follow Up	81	52
Cervical Cancer Screening	72	58
Access to Prenatal Care	59	72

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[47] Goldman et al., 2012.
[48] Paradise J., et al. 2013.

[49] Nielsen M., et al., 2015.
[50] Jackson G.L., et al. 2013.

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reductions in unmet health care needs across racial and ethnic groups, and that patients belonging to a medical home experienced reduced or eliminated racial and ethnic disparities in access to care and quality of care.[51,52]

Though the evaluation of school-based health centers (SBHCs) is complex, studies have indicated that these models are successful at increasing access to care and improving the educational and health outcomes of students.[53] SBHCs are characterized by the delivery of team-based and interdisciplinary care in school settings, and have shown positive impacts on the provision of preventive care and reproductive health services, and the management of chronic care among adolescents. Moreover, school-based mental health programs have been shown to be effective in increasing access to treatment and at improving knowledge and awareness of mental illness among both faculty and students.[54,55]

Research has also found that mobile health units are successful at providing care to underserved communities, improving health outcomes and decreasing health disparities. For example, one study showed that a specialty-based mobile asthma clinic in Baltimore, known as The Breathmobile, significantly improved the symptom-free days (SFD) in a year for the population that it served.[56] Similarly, other studies have found these models are successful in decreasing blood pressure in underserved populations, and delivering overall preventative care.[57,58]

What Does Mary's Center's Data Tell Us?

Mary's Center is one of the many centers supported by The U.S. Department of Health and Human Services' Health Resources and Services Administration (HRSA), known as HRSA Funded Health Center Grantees. These centers are required to collect and publically report Uniform Data System (UDS) data—which includes information on patient demographics, services, clinical quality indicators and cost—on a yearly basis.[59] As shown in Figure 8, Mary's Center's UDS data suggest that, in 2013, the Center performed better than other HRSA funded health centers nationally, on most of its quality of care indicators.[60, 61,62] When adjusted according to the percentage of uninsured, minority, homeless, farmworker and minority patients served, and according to electronic health record status, in 2013, Mary's Center ranked particularly well (among the highest 25

[51] Aysola J., et al., 2013.
[52] Hernández S.E., et al., 2008.
[53] Keeton V., Soleimanpour S., Brindis C.D., 2012.
[54] Fazel M., et al. 2014.
[55] Stein B.D., et al. 2012.

[56] Bollinger ME, Morphew T, Mullins CD, 2011.
[57] Song Z., et al. 2013.
[58] Hill C., et al. 2012.
[59] U.S. Department of Health and Human Services, Health Center Program.
[60] U.S. Department of Health and Human Services, Health Center Data & Reporting, Mary's Center data.
[61] U.S. Department of Health and Human Services, Health Center Data & Reporting National Program Grantee Data.
[62] U.S. Department of Health and Human Services, Health Center Data & Reporting, Look-Alikes Data.

percent of reporting health centers) on four quality of care indicators[63]:

1. **Heart attack/stroke treatment** – 83% of patients with Ischemic Vascular Disease (IVD) received aspirin therapy compared with 75 percent in health centers nationally.

2. **Asthma treatment** - 94% of patients with persistent asthma received an acceptable pharmacological treatment plan compared with 78 percent in health centers nationally.

3. **Adolescent Weight Screening and Follow Up** – 81% of children and adolescents were screened and received counseling on nutrition and physical activity compared with 52% in health centers nationally.

4. **Cervical Cancer Screening** – 72% of patients were screened compared with 58% in health centers nationally.

Limitations of the Data: Although these data may be an indication that Mary's Center is having a positive effect on the health outcomes of the population that it serves, it is unfortunately purely descriptive and has many limitations. In particular, this list of purely clinical measures does not capture the full effects of the other services and programs that might positively influence the health of Mary's Center's community. For example, the data does not capture the repercussions that social services might have on patients' short-term

and long-term health, such as help signing up for health insurance and finding better housing, school-based mental health programs, or health education. In other words, the limitations of the available health data unfortunately cannot give us important insights on the effectiveness of a multiservice, comprehensive strategy—the essence of the Briya/Mary's Center strategy.

Moreover, this point-in-time data only provide a snapshot of Mary's Center's performance during 2013 and might therefore hide fluctuations in performance at different points in time. A series of historical data may better help evaluate how a program is faring over time, and whether it is showing overall improvement. Indeed, to truly evaluate the effects of Mary's Center's unique structure on patients, the collection and reporting of longitudinal data would be necessary to see whether patients reap the benefits of these interventions throughout their lives.

What Briya/Mary's Center Tells Us about the Data Needs of Innovative Community-based Strategies

Briya/Mary's Center is an interesting case of how a school-clinic hub can impact the medical, social and educational health of a community, potentially laying the foundation for greater economic mobility in a neighborhood. The approach of merging a community health center with a charter school—using a dual generation strategy, and fostering strong partnerships with other schools, health care and social service providers in the community—could be a model

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[63] Health Resources and Services Administration, Uniform Data System (UDS) Health Center Adjusted Quartile Ranking Description.

for other communities to follow. The available education and health performance data suggest that Briya/Mary's Center is having a significant and positive impact on the families it serves. However, data challenges render it difficult to understand *the degree* to which such models work and *how* they work. A better understanding of these factors is needed if such models are to be successfully scaled and replicated.

The specific challenges include:

The lack of resources for rigorous program evaluation makes estimating the model's effects difficult.

Briya/Mary's Center collects important data on student performance and the utilization of health, mental health, and social services, and these data suggest that their students and patients benefit from the services they provide. Yet the lack of funds for investment in empirical evaluation makes it difficult to determine the efficacy of the model or what elements of that model are most important. Briya/Mary's Center is not alone. Such organizations typically lack the ability to attract financial resources to set up and carry out a rigorous analysis of the more interesting or innovative features of their model. Funders and government programs understandably tend to focus on delivery of

> ❝ These moves echo a larger positive national trend in early childhood evaluation, in which the states and D.C. are actively seeking to standardize the metrics and accountability of their early childhood centers. ❞

services and on investigating what they think is important. Thus organizations tend to be already burdened by carrying out the data collection required by their funders (e.g. health care quality outcomes or student test scores).

Performance tracking criteria used to measure and compare outcomes within organizations need further development.

Briya/Mary's Center faces another common challenge in assembling metrics that can both serve the needs of the organization while allowing comparisons at the city or nationwide level.

The D.C. Public Charter School Board is currently developing and refining the common metrics by which it evaluates and compares the performance of early-childhood and adult education programs. This will help, provided the systems do not conflict with the metrics that Briya/Mary's Center needs to evaluate its approach. A positive step is that the weights of the different components of the evaluations are being developed in collaboration with local charter school leaders, and are being adjusted according to their input. These moves echo a larger positive national trend in early childhood evaluation, in which the states and D.C. are actively seeking to standardize the metrics and accountability of their early childhood centers.[64]

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[64] See the QRIS National Learning Network Services, which Washington D.C. belongs to, as an example of states trying to develop a common accountability mechanism for early childhood centers.

The health care measures used to evaluate the performance of Federally Qualified Health Centers (FQHCs) such as Mary's Center also have their limitations. The "process measures" described earlier establish whether care guidelines have been followed, but they do not discern whether the care provided has actually improved patient health.[65] For example, to perform well on the "adult weight screening and follow up" indicator, physicians have to chart the Body Mass Index (BMI) of patients aged 18 and older, and for those patients who are over-weight or under-weight, a follow-up plan must be documented. This indicator does capture whether a physician has documented a follow-up plan for a patient who has an unhealthy weight. But it does not indicate whether the patient eventually achieved a good health outcome over time by reaching and maintaining an appropriate BMI. Outcome measures are necessary to establish whether desired results have been achieved.

Aware of such limitations, Mary's Center is striving to move beyond just capturing these process measures. Through the use of certain features on the Electronic Medical Record (EMR), the Outcomes Department and the Continuous Quality Improvement (CQI) team has come up with "Universal Care Plans." In these plans, individual visit notes from each department, relevant medical history, medicines taken, and latest labs are automatically populated into an individualized care plan for each patient. The plan can be printed and given to the patient to review in future visits and to hold for reference as he/she works on improving on certain health goals. These care plans are in the preliminary pilot phase and hold promise in helping to demonstrate whether true health outcomes are achieved.

It is currently difficult to track individuals longitudinally and outside the program in order to show success and modify strategies.

One of the central obstacles to understanding whether the Briya/Mary's Center model is successful comes from the absence of available longitudinal data to track individuals after they leave the institution. Without institutions maintaining compatible data tracking the same individuals, and sharing that data, it is difficult or impossible to demonstrate the long-term effectiveness of a hub or to establish feedback loops to help the hub adjust and improve its approach over time. Like other organizations focusing on early education and on two-generation strategies, Briya would benefit highly from having greater access to longitudinal data. The lack of access to children's data once they leave school renders it difficult to determine whether the program has effects that carry into a child's adolescence and adulthood. The same lack of longitudinal data impedes Briya's ability to track whether its approach to parenting classes and parental involvement in the school actually leads to stronger family units and beneficial long-term effects.

There are also limitations in tracking beneficiary outcomes outside of the program itself in order to evaluate the broader, social effects of the program. Mary's Center has shown some ability to do this with its access to the D.C. Health Matters web portal. This portal connects members of the D.C. Healthy Communities Collaborative—a partnership

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[65] Berenson R.A., Pronovost P.J., Krumholz H.M., 2013.

between four non-profit hospitals and three other FQHCs—and allows them to share patient health data. However, Mary's Center would benefit from greater data sharing with the broader community service agencies to which it refers its patients. These agencies offer services that might also be contributing to overall health (as well as decreasing their medical expenditures), including housing centers/shelters, behavioral health and addiction, and legal aid centers.

Privacy rules pose barriers to community-level data sharing.

Privacy rules provide important safeguards, but they also pose another challenge for organizations like Briya/Mary's Center that seek to collaborate with other institutions in ways that require sharing data. This can be especially difficult when trying to gather sensitive patient-level or student-level data, which is protected by stringent and complex privacy laws such as the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Some data-intermediaries, such the D.C. Health Matters initiative and Neighborhood Info D.C. (housed at The Urban Institute) are helping to address this problem by improving access to community-level data and offering strategies to work within the existing HIPAA and FERPA laws.

The Metropolitan Housing and Communities Policy Center at The Urban Institute published a guidance document for the grantees of the Promise Neighborhoods, outlining a set of recommendations on data collection, reporting requirements for the grant, and performance management of their programs.66 For dealing with HIPAA and FERPA privacy issues, they recommend that the backbone organization of the neighborhood (as established by the grant) create data-sharing agreements with all of the other organizations involved.

In the case of FERPA, parents and students over eighteen can give written consent, and in the case of HIPAA, authorization can come from an adult individual or a personal representative of the patient. The aim is for each Promise Neighborhood to have a central database, managed by the backbone organization, with individual level data that can capture the holistic nature of the intervention by tracking an array of student and family outcomes. The guidance document also outlines a series of steps Promise Neighborhoods should follow when handling personal information, and how to set up appropriate structures to prevent unauthorized disclosure of protected individual-level data.

Steps to Help Measure the Effectiveness of Integrative, Multi-Service Organizations

A number of steps could be taken to address some of the challenges faced by the Briya/Mary's Center partnership, and similar organizations, in measuring their program's effectiveness:

1. **In addition to funding programs and services, philanthropists and government should increase the priority and funding for the collection and analysis of data and rigorous evaluation.**

It is always more attractive for funders to put money into direct services rather than into the "overhead" of data collection. But without data and the tools to analyze it, we can only guess how or whether an innovative approach actually works. Moreover, replicating approaches without rigorous evaluations risks spending a lot of money with little to show for it. For this reason, there needs to be a better

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[66] Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results, February 2013.

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balance between funding services and funding data analysis and rigorous evaluation.[67]

Governments can help this process. In Maryland, for instance, the state has essentially earmarked funds from a range of programs to create a pool of money available for data and organizational infrastructure. In Baltimore, the non-profit Family League of Baltimore and the city's community schools have tapped into these funds to help build data and tracking systems to help evaluate community schools as neighborhood hubs.

The private sector can also take a lead. As a recent Urban Institute study on place-conscious strategies observed:

"Foundations can and should encourage and support continuous learning within the organizations and initiatives they fund. This means investing the financial, technological, and intellectual resources required to support the hard work of defining meaningful outcome goals and indicators, collecting needed data, and analyzing progress in real time"[68]

> " Support is also needed to maintain novel initiatives so that they can complete the initial learning phase. "

Adequate funding would allow organizations pursuing multi-service, integrated models like Briya/Mary's Center to use a mixed-methods approach in a formal evaluation, incorporating both quantitative (in the form of an experiment or a quasi-experiment) and qualitative methodologies (surveys, teacher observations, focus groups, etc.) to best capture the many inter-connected layers involved. This form of evaluation would offer a clearer picture of the collective impact of the

many programs within innovative organizations. These evaluations have been used to evaluate integrative models before, including the case of the five-year national evaluation of the Communities in School Model.[69]

There are intermediate and less costly options that would allow an adequate yet rigorous measurement of impact. For instance Briya and similar organizations could set-up natural longitudinal experiments, and compare the outcomes of children who were randomly assigned and admitted to schools through lotteries with those who were not. Although not easy to accomplish, such a study might be easier to execute than an experimental design since charter schools already have the admissions data, and it would also ensure randomization. This type of evaluation has been used by the Institute of Education Sciences to evaluate charter middle schools.[70]

Despite the current lack of longitudinal outcomes data and the other challenges, Mary's Center has made progress towards more systematic evaluation by collaborating with scholars, academic institutions, and foundations to evaluate some of their programs. Research opportunities are reviewed by an inter-disciplinary Research Review Committee, which allows the Center to explore and review research opportunities and to start measuring the impact and effectiveness of some of their programs that affect health, social, and educational outcomes for the populations served. One example is analyzing the impact of a program

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[67] Haskins, Margolis (2014).
[68] Turner, et al, Urban Institute 2014.

[69] ICF international, 2010.
[70] Gleason, Clark, et al, 2010.

aimed at preventing postpartum depression.[71] But according to Alis Marachelian, Senior Director of Community Health & Strategic Alliances at Mary's Center, and Maria Gomez, President & CEO, funding and technical capacity are the biggest impediments preventing the organization from adding evaluations to other programs or to the whole organization.

2. While funding is needed for the formal evaluation of mature programs, such evaluations should not be commenced too early. During the early phase of programs, the need instead is for adequate performance and data tracking to allow the program to evolve.

While formal evaluation is the "gold standard" for measuring the impact of programs, the timing of such evaluations is important. In the early stages of implementation of a program or initiative, organizations need the flexibility to undergo a trial-and-error period, during which they experiment and modify their initiatives based on what they learn. Launching a formal evaluation too early constrains the organization and can "freeze" the initiative rather than permit it to evolve. During this early phase, the need is for properly funded performance and data tracking mechanisms to provide the organization with feedback and allow it to adapt to input from the community it serves. Support is also needed to maintain novel initiatives so that they can complete the initial learning phase. At that point, formal evaluation is appropriate if the initiative appears to be successful.

The challenge for many organizations like Briya/Mary's Center is both that often they lack the funds for operations and adequate

performance data to complete the early phase, and that, as mentioned previously, many of their apparently successful programs have not been formally evaluated. The result is that effective programs are often not identified, recognized, and replicated. The absence of evaluation can be either because the organization lacks the resources and sometimes technical skills to do so itself, or because a lack of adequate performance data in the early phase means the programs are overlooked by potential evaluators in the public or private sectors.

3. Many research gaps still need to be addressed.

Many gaps in the research still need to be filled to help us gain a better understanding of the components and impact of innovative multi-service hubs like the Briya/Mary's Center partnership. First, further research is needed on the impact of integrated student supports on children's outcomes, especially as it pertains to early-childhood and K-12 education. Second, more research is needed on the impact and success of two-generation strategies. The Ascend Initiative[72] within the Aspen Institute has been funding two-generation approaches to combating poverty around the country. The Initiative has invested in 58 different organizations that are innovating in such programs and have been documenting the best practices of these programs across the nation. Initiatives and partnerships like Aspen's are encouraging, but more are needed. Overall, for models involving integrated student supports and two-generation programs, the research has shown positive, albeit modest, results. Additional research, qualitative as well as experimental

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[71] Mary's Center, Research Studies.

[72] The Ascend website, About.

and quasi-experimental, would enable us to understand which elements in the mix of services actually work best and hence what is the best design of a hub with an array of services. Third, although early studies on the effects of Patient-Centered Medical Homes (PCMHs) on the health care outcomes of patients and families show promising results, more robust analyses are needed to quantify the effects PCMHs have on improving their overall patient population's health.[73] Greater investments in developing standardized and clinically meaningful quality measures are necessary to ensure that these models are being effectively evaluated.

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[73] Nielsen M., Nwando J.O., et al, 2014.

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Appendix D

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Education Strengthens Families (ESF) Public Charter School

Background

Education Strengthens Families **(ESF)** Public Charter School's Family Literacy Program components are designed to support its mission: *"to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model."* It includes English language and computer instruction for adults, early childhood education, parenting classes, and Parent and Child Together Time (PACT). The school is located in the northwest quadrant of the city and operates in three (3) sites with the main office in Adams Morgan:

    I. (Adams Morgan site) 2355 Ontario Road, NW

    II. (Bancroft Elementary School site) 1755 Newton St., NW

    III. 3910 Georgia Avenue, NW

The Board is undertaking a comprehensive strategic planning process, which members hope to complete by the end of the 2011-2012 school year. It will consider program expansion, resources, and facilities. It is building upon the momentum generated by the Middle States Association (MSA) accreditation conferred in fall 2011.

According to the school's most recent Program Development Review, of the 46 areas, the school received quality ratings of **"*Exemplary*"** in 32 areas of Curriculum, Instruction, and Assessment; a rating of "***Proficient***" in twelve of those areas and a rating of **"*Adequate*"** in two areas under Governance and Management. ESF enrolls 391 students; 349 are enrolled in the adult education program and 32 are pre-school students and 11 are pre-kindergarten students. The school also offers an evening Child Development Associate Certification Program, in both English and Spanish. Most students are immigrant English language learners; therefore, the school provides translation services that students may require for success. The school's Family Literacy philosophy is rooted in culturally-sensitive and developmentally appropriate instruction for both adult and preschool education. The school's philosophy includes a wide range of student interests, abilities, and learning styles, in order to make learning accessible and meaningful to all of its students. A diverse background of heritage, languages, cultures, life and job skills, as well as literacy experiences guide goal setting for the adult learner. In-depth observation and developmentally appropriate early childhood best practices guide instruction in the preschool. Parenting instruction is focused on the socio-emotional, cognitive and physical components of child development with parent application opportunities. Teachers communicate constantly about instruction informally and formally beyond the allotted planning time the school provides. Systematic, ongoing professional development facilitates informed pedagogical decisions based

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Education Strengthens Families (ESF) Public Charter School

on the best practices research specific to all students' needs. This school is exempted from the requirements of NCLB.

Charter Review Summary

Education Strengthens Families (**ESF**) developed two separate 2010-2011 accountability plans: one to measure outcomes in its adult education program (5 targets) and the other plan to measure the effectiveness of its early childhood program (6 targets). **ESF** attained all targets (**11** of **11**). Additionally, the school exceeded its early childhood attendance target of 88% by **6** percentage points (94%), and it has maintained sufficient enrollment levels to remain economically viable. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable. Based on its 2010-2011 academic and non-academic performance, **ESF** is a candidate for charter continuance.

Academic Performance Results
The following analysis of ESF's academic outcomes is based on performance standards established under the Accountability Plan system:

> **Early Childhood Program**
>
> **(1)** **Attain the majority of the academic performance goals listed in its Early Childhood accountability plan; or come within 90% of all missed academic goals on its accountability plan.**
> *Overall,* Education Strengthens Families met 6 of 6 early childhood program targets. Therefore, Education Strengthens Families' early childhood education program met this performance standard.
>
> **(2)** **Perform within a minimum of 90% of its Early Childhood accountability plan attendance targets.**
> **ESF's** attendance rate for the 2010-2011 Early Childhood program was 94%, which exceeded the 88% attendance target established by the school. Therefore, ESF met this performance standard.
>
> **Adult Education Program**
>
> **(3)** **Attain the majority of the academic performance goals listed in its Adult Education accountability plan; or come within 90% of all missed academic goals on its accountability plan.**
>
> *Overall,* Education Strengthens Families met 5 of 5 Adult Education program

targets. Therefore, Education Strengthens Families' early childhood education program met this performance standard.

(4) Perform within a minimum of 90% of its Adult Education accountability plan attendance targets.

ESF did not establish an adult education attendance target. However, the adult attendance rate for the 2010-2011 school year was 95%. The combined attendance rate for both programs, overall (Early Childhood and Adult Education), was 94.5%.

(5) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Overall, ESF has maintained sufficient enrollment levels to sustain its economic viability. The school's current enrollment level is at **100%** of its projected enrollment for the 2011-2012 school year. Therefore, ESF has met this performance standard.

Non-Academic Performance Results

The following analysis of ESF's non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

(1) Compliance - There is no evidence that Education Strengthens Families (ESF) has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities. The school has submitted Annual Reports and other required documentation in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and the school has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no compliance issues during the 2010-2011school year.

(2) Financial – Based on the information available, PCSB believes that the Education Strengthens Families PCS has solid fiscal management processes in place. The school's audit reports (FY08-FY11) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. 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, 2011, the school's nets assets approached $5.4 million up $1.2 million from FY10 year-ending results of $4.2 million. Additionally, the school's

liquidity ratio of 18.83 – the highest in the sector- indicates that the school possessed $18.83 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.

(3) Economic viability -
PCSB staff concludes that Education Strengthens Families PCS is economically viable and of sound fiscal health.

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote	Non-Voting Board Items
☐ Approve a Charter Application (15 yrs)	☐ Public Hearing Item
☐ Approve a Charter Renewal (15 yrs)	☐ Discussion Item
☐ Approve Charter Continuance (5 or 10 yrs)	☐ Read into Record
☒ Approve a Charter Amendment Request	
☐ Give a Charter Notice of Concern	
☐ Lift the Charter Notice of Concern	
☐ Commence Charter Revocation Proceedings	
☐ Revoke a Charter	
☐ Board Action, Other_____	

Policies
☐ Open a New Policy or Changes to a Policy for Public Comment
☐ Approve a New Policy
☐ Approve an Amendment to an Existing Policy

PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Charter Amendment: Briya Public Charter School
Goals and Academic Achievement Expectations

DATE: November 17, 2014

A hearing on the following Board Action occurred at the Public Charter School Board's October 14, 2014 meeting. PCSB did not receive any public comment on this proposal.

<u>Recommendation</u>
The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment request of Briya Public Charter School ("Briya PCS"), and approve the PCSB Board Chair John H. "Skip" McKoy to sign the amendment on behalf of the Board.

This amendment changes Briya PCS's existing goals and student academic achievement expectations ("academic expectations") by replacing them with newly revised goals that better reflect the assessments, targets, and timelines that the school is currently using to measure its progress. The school would like to revise its goals to ensure they are measurable and more closely aligned with the focus of its mission, which is "to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model."

In alignment with PCSB's policy of permitting schools to revise goals more than one year before a school's five or ten year review, Briya PCS decided to revise its goals and academic achievement expectations in the fall of 2014. For school years 2012-2013 and

before, the school's performance should be assessed using the school's approved Accountability Plans. For school year 2013-2014, the school's performance should be assessed using the EC and Adult Education PMFs. For school years 2014-2015 and beyond, the school's performance will be assessed according to their revised goals and academic achievement expectations as outlined in this amendment.

The school proposes the following revised goals:

Early Childhood Education
▪ **Literacy**: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.
▪ **Math:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.
▪ **Social Emotional:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.
▪ **Leading Indicator:** 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference
Adult Education
▪ **Student Progress:** 50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.
College and Career Readiness: ▪ 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.   ▪ 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.
▪ **Leading Indicator:** In-seat attendance rate at or above 65%
Mission-Specific Goals
▪ 70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.   ▪ 50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.

PCSB staff is supportive of the proposed amendment, and worked directly with the school to ensure that its goals are appropriate and current.

Notification
PCSB notified relevant elected officials and ANCs, as well as publishing the proposed
amendment on its website and the DC Register. Notifications in their entirety may be
found at: http://bit.ly/1qtNILb.

Background
Briya PCS, formerly known as Education Strengthens Families Public Charter School, was
established in 2006 with a mission to provide educational services using a family
engagement model for adult learners and their children in grades prekindergarten-3 and
prekindergarten-4. The school's family engagement model allows adult education students
and their children in ~~grade~~ pre-kindergarten to receive educational services simultaneously
at Briya PCS. The school focuses on school-readiness for its prekindergarten students,
while providing English literacy and job skills training for their parents.

On April 13, 2013, the PCSB Board approved the school's request to revise its bylaws and
articles of incorporation to reflect its official name change from Education Strengthens
Families Public Charter School to Briya PCS. On July 29, 2013, the PCSB Board also
approved the school's notification of its intent to offer the National External Diploma
Program ("NEDP") in school year 2013-2014 for its adult education students in the
Advanced II level classes.

According to the 2013 PCSB School Performance Report, Briya PCS met 100% of its adult
accountability plan targets, as well as 100% of the early childhood pilot PMF targets for
school year 2012-2013. The school also met 100% of adult and early childhood
accountability plan measures for school year 2011-2012.

Briya PCS is currently in its ninth year of operation serving almost 500 prekindergarten
and adult education students. Briya PCS will undergo a ten year review in 2015-2016.

Attachment(s) to this Proposal
Attachment A: Charter Amendment Petition
Attachment B: Guidance for School Not Electing the PMF as Goals
Attachment C: Charter Agreement Amendment

Charter Amendment Petition

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: **Christie McKay, Briya Public Charter School**
SUBJECT: **Petition to Amend Goals and Academic Achievement Expectations**
DATE: **September 5, 2014**
_____

REQUEST
Briya Public Charter School submits to the DC Public Charter School Board ("PCSB") this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by replacing them with the goals found in section II.1 below.

BACKGROUND
I. Overview of School Performance
1. **Provide the following information about your school: (1) number of years in operation; (2) grade levels served; and (3) the expiration date of the school's charter agreement.**

   Briya Public Charter School is in its 9th year as a charter school serving pre-k and adult education students. Briya's charter agreement expires May 2021.

2. **Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.**

   Briya met 100% of adult accountability plan targets for SY 2011 through SY 2013. It has also met 100% of the early childhood accountability plan measures for SY 2011 through SY 2012 and 100% of the early childhood pilot PMF targets for SY 2013.

II. Proposed Goals and Academic Achievement Expectations

1. **Please list the proposed new goals and academic expectations that you would like to include in your charter agreement. If you are changing your goals to adopt the PMF, please indicate so here.**

Early Childhood Education	
Domain	**Goal**
Student Progress	**Literacy**: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the Fall to the Spring administration of the GOLD literacy assessment. **Math:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the Fall to the Spring administration of the GOLD math assessment. **Social Emotional:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the Fall to the Spring administration of the GOLD social emotional learning assessment.
Leading Indicator	80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference
Adult Education	
Domain	**Goal**
Student Progress	50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.
College and Career Readiness	40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.
College and Career Readiness	55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.
Leading Indicator	In-seat attendance rate at or above 65%
Mission Specific	
Domain	**Goal**
Mission Specific	70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.
Mission Specific	50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.

Note: We request to use Accountability Plans as goals for the years in which the Accountability Plans were in effect.

2. **Explain the school's rationale for amending its goals and academic expectations.**

Briya Public Charter School proposes to amend its goals and academic expectations to: 1.) make the goals measureable, 2.) incorporate new assessment best practices in the fields of early childhood education, adult education and family literacy, and 3.) better align with the focus of the school's mission. The newly proposed goals, while very similar to the originally identified goals, encompass new assessments from the original charter proposal and add targets and timelines for measurement. The new goals also slightly narrow the scope of the goals from the original charter proposal. They allow us to eliminate extraneous process-oriented goals that were included in the original charter, and, instead, focus on key student performance outcomes and a few leading indicators of student performance.

3. **How will the new goals and academic expectations support or enhance the school's mission?**

The new goals for adult education/family literacy focus on English language development as measured by Educational Functioning Level gain, career readiness as measured by employment entry and retention rates and certification exam pass rates for vocational programs, and family literacy as measured by the Family Reading Journal Rubric. The new early childhood goals focus on key areas of early childhood development necessary for future success in school as measured by the Teaching Strategies' GOLD Assessment System. A main goal of our model is to empower parents to be engaged in their child's education, therefore, a leading indicator measuring parent engagement was also added.

4. **If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.**

Progress throughout the year will be monitored via the student and family assessments described in the goal. The school will report its progress toward each goal in a table within its annual report.

5. **Has the school informed stakeholders (including staff and parents) of the proposed goals and expectations? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.**

The students, parents, and staff play critical roles in the decision making process of the school. Briya students and parents were informed of the proposal during orientation and the first days of classes. Briya staff was informed at the first staff meeting of the school year. As the proposed changes maintain our focus on two generation family literacy, keeping the spirit of the original charter goals while simply making the goals measurable and updating the assessments to reflect best practices, no stakeholders raised any concerns.

ATTACHMENT B

Guidance for School Not Electing the Performance Management Framework as Goals and Academic Achievement Expectations

Schools are requested (but not required) to list goals and expectations in the following categories. Schools that operate multiple grade spans during the life of the charter should identify goals and expectations for each grade span, recognizing that tested grades are 3-8 and 10. All goals and expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. **Please provide no more than nine total goals and student academic achievement expectations. In our experience, having more than nine goals and academic achievement expectations is difficult to track and monitor over time.**

Category 1: Student Performance and Assessments.
How will student achievement and growth be measured in each subject area and within each grade span? Be sure to include special education performance. For example:

o Results on the DC-CAS for your student population and specifically special education students (for example, measured as percent proficient, percent advanced).

o Individual student growth on the DC-CAS for students who have taken the DC-CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).

o Specific measures of academic proficiency using widely used normed assessments, for non-tested grades.

o Description of assessments used in addition to the PMF, distinguishing between campuses and schools if relevant and describing how the results be used to inform the quality and needs of the school.

Category 2: Gateway Measures. For example:

o What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific goals around these? (e.g., 90% of 9th graders will have sufficient credits to graduate on time; 60% of 4th graders will test proficient on the ELA section of the DC CAS.) SAT, AP/IB, PSAT, and ACT scores and passage rates are also useful gateway measures for high school.

Category 3: Leading Indicators of School Success. For example:

o Specific goals for attendance and re-enrollment rates.

o Specific goals for graduation rate, college acceptance, four-year college acceptance, college-going, and college completion for high schools.

o   Specific goals, such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation, for vocational programs.

Category 4: Other Goals. Request:

o   List any additional goals that are not covered by the above categories. It is recommended that one of these goals be related to the mission of the school. Other goals should relate to other aspects central to the school. Such goals and expectations wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the goals and expectations.

Charter Agreement Amendment

FIFTH AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND BRIYA PUBLIC CHARTER SCHOOL

This Fifth Amendment (the "Amendment") is entered into by and between **Briya Public Charter School** (formerly Education Strengthens Families Public Charter School), a District of Columbia nonprofit corporation (the "School Corporation") and the District of Columbia Public Charter School Board ("PCSB" or the "Charter Board"), and is effective as of the date it is fully executed.

WHEREAS, the School Corporation and PCSB (individually each may be referred to as the "Party," and collectively, the "Parties") entered into a contract, dated July 2011 (the "Charter Agreement") entered into a contract, dated May 16, 2006 (the "Charter Agreement") wherein the School Corporation agreed, among other things, to operate a public charter school (the "School") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "Act") and the Charter Agreement.

WHEREAS, on June 18, 2012, the Charter Board voted to approve a request from the School Corporation to increase its enrollment.

WHEREAS, on April 15, 2013, the Charter Board voted to approve requests from the School Corporation to: (1) to increase its enrollment ceiling from four hundred and forty (440) students to four hundred and fifty-two (452) students in academic year 2013-14; and (2) amend its bylaws and articles of incorporation to reflect its new corporate name, Briya Public Charter School.

WHEREAS, on July 29, 2013, the School Corporation notified the Charter Board of an amendment to its charter to offer the National External Diploma Program.

WHEREAS, on February 19, 2014, the Charter Board voted to approve a request from the School Corporation to increase its enrollment ceiling from 452 to 586.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1.   AMENDMENT

1.1   The School Corporation and the Board agree to amend the Charter Agreement as follows:

A.   The School Corporation and the Charter Board agree to amend Section A.1.d of the School Corporation's Charter Petition, attached to the Charter Agreement, by to state:

A.1.d. Goals:

As of the 2014-15 academic year, the School Corporations' goals and academic achievement expectations are as follows:

Early Childhood Education
• **Literacy**: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.
• **Math:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.
• **Social Emotional:** At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.
• **Leading Indicator:** 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference

Adult Education
• **Student Progress:** 50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.
College and Career Readiness: • 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. • 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.
• **Leading Indicator:** In-seat attendance rate at or above 65%

Mission-Specific Goals
• 70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric. • 50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.

      A.   The School Corporation and the Charter Board agree to amend the School Corporation's Charter Petition, attached to the Charter Agreement, by inserting after Section A.1.d. the following:

A.1.e. Charter Review and Renewal.

i.	For academic years 2012-2013 and prior, the School Corporation's performance shall be assessed using the goals and academic achievement expectations in its approved Accountability Plans.

ii.	For academic year 2013-2014, the School Corporation's performance on its goals and academic achievement expectations shall be assessed using the Early Childhood Performance Management Framework ("EC PMF") for its pre-kindergarten-three through second grades, and the Adult Education Performance Management Framework ("AE PMF," collectively, the "PMFs") pursuant to the PCSB policies governing the PMFs for that academic year.

iii.	For school years 2014-2015 and beyond, the school's performance will be assessed according to their revised goals and academic achievement expectations as established in Section A.1.d, above.

## SECTION 2.	TERMS AND CONDITIONS OF AMENDMENT

**2.1	Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement.

**2.2	Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

**2.3	Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

**2.4	Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

**2.5	Severability**. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

**2.6	Assignment**. This Amendment shall not be assignable by either Party; except that if the Charter Board shall no longer have authority to charter public schools in

the District of Columbia, the Charter Board may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 **No Third Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under the Charter Agreement or any of its amendments. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any subsequent breach.

2.9 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 **Dispute Resolution**. Neither the Charter Board nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of the Charter Board and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict the Charter Board's ability to revoke, not renew, or terminate the Charter Agreement pursuant to Section 38-1802.13 of the Act.

2.11 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

    If to PCSB:

        District of Columbia Public Charter School Board
        3333 14th St., NW; Suite 210
        Washington, DC 20010
        Attention: Scott Pearson, Executive Director
        spearson@dcpcsb.org
        Telephone: (202) 328-2660

If to the School Corporation:

Briya Public Charter School
2333 Ontario Road NW
Washington, DC, 20009
Attention: Christie McKay
Email: cmckay@briya.org
Telephone: (202) 797-7337

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced below:

BRIYA PUBLIC CHARTER SCHOOL

By: _____

Name: Christie McKay

Title: Executive Director

Date: 11-24-14

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: _____

Name: John H. "Skip" McKoy
PCSB Board Chair

Date: 12/3/14

Appendix F

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Not Compliant	Missing background check: Paige Reuber
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.		
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant (3 sites)	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	N/A	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	N/A	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Briya PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
Fire Drills	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Quarterly Financial Statements - 4th	**Compliant**	7/31/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/15/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
Annual Report SY2013-2014	**Compliant**	9/5/14	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Accreditation	**Compliant**	10/10/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Board Roster	**Compliant**	10/10/14	✔
Certificate of Insurance	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔

SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Student Handbook	**Compliant**	10/10/14	✔
Charter Amendment - Charter Request	**Compliant**	10/15/14	✔
Increase Enrollment Ceiling - Charter Request	**Compliant**	10/15/14	✔
Quarterly Financial Statements - 1st	**Compliant**	10/31/14	✔
Audited Financial Statements	**Compliant**	11/3/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔
Application (for new student enrollment)	**Compliant**	12/5/14	✔
Fire Drills	**Compliant**	12/5/14	✔
Lottery Procedures	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Briya PCS*

Requirement	Compliance Status	Due	On Time
Contracts	**1 Submitted**	3 days after contract is awarded	**1 of 1**

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
7/25/14	Briya PCS	Witters & Bank	renovation construction at 3912 Georgia Avenue	8/4/14	$37,849	**Compliant**

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	Board makeup must include: -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * *Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members *Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** *All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

Appendix G

ENCLOSURE **2**

FEDERAL **F**ISCAL **Y**EAR **(FFY) 2010 IDEA P**ART **B LEA P**ERFORMANCE **D**ETERMINATIONS

LEA:	Education Strengthens Families Public Charter School
Final Percentage Rating:	90%
Determination Level:	Meets Requirements

SUMMARY OF **E**ACH **R**EQUIRED **E**LEMENT AND **R**ATING **A**SSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – not in compliance • Indicator 13 – N/A	0
2	Information regarding timely, valid and reliable data	• All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	• LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	• No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A
8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY	N/A

(points added to total score)	2010	
Total Number of Points Earned + Additional Points		13.5
Total Possible Points from Applicable Elements		15
Percentage of Points from Applicable Elements		90%

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Briya Public Charter School
Final Percentage Rating:	90%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 –in compliance • Indicator 12 – in compliance • Indicator 13 – N/A	2	2
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• Less than 75% of reviewed student files in compliance	0	2
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA.	N/A	N/A

4	Outcomes of sub-recipient audit reports	- Timely submission of A-133 Report (if applicable) –N/A - Type of Auditor's A-133 Report Issued on Compliance (if applicable) –N/A - Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) –N/A - Material weaknesses identified by the Auditor in the A-133 Report (if applicable) –N/A - Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) –N/A - Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points - Material weaknesses identified by the Auditor in the annual independent audit – 4 points - Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	LEA did not meet minimum "n" size for disability subgroup	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
		Total Number of Points Achieved	18	
		Total Possible Points from Applicable Elements	20	
		Percentage of Points Achieved from Applicable Elements	90%	

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Briya Public Charter School
Final Percentage Rating:	106%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 0-25 students with IEPS • No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	- Timely submission of A-133 Report (if applicable) – N/A - Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A - Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A - Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A - Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A - Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 - Material weaknesses identified by the Auditor in the annual independent audit – 4 - Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	1	
Total Number of Points Achieved				17
Total Possible Points from Applicable Elements				16
Percentage of Points Achieved from Applicable Elements				106%

Appendix H

Education Strengthens Families Public Charter School

2011-2012 LEA Compliance Monitoring Report

★ ★ ★
Office of the
State Superintendent of Education

Date of Notification:
March 21, 2012

All Corrections Due by:
September 21, 2012

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: **Review the compliance summary.**

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: **Review all student level noncompliance.**

All instances of noncompliance must be corrected at an individual student level.

Step 3: **After all student level noncompliance has been corrected, sign and date the student level form.**

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: **Submit verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: **Review all LEA level noncompliance.**

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

***Step 6*: After all LEA level noncompliance has been corrected, sign and date the LEA level form.**

When corrections have been made for each item of noncompliance, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

***Step 7*: Submit verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions
***Step 8*: Review Section 4.1 - Additional LEA Corrections**

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page
***Step 9*: Sign and date Certification.**

Upon completion of ALL student level and LEA level corrective actions, the **appropriate** LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission
***Step 10*: Submit the Certification form and all signature pages of the report.**

Submit the Certification page and ALL signature pages to:

Mary Boatright, Acting Director of Quality Assurance & Monitoring
OSSE, Department of Special Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Date of Notification: March 21, 2012

All Corrections Due By: September 21, 2012

2011-2012 Individual Student
Compliance Criteria: 80% or above
2011-2012 LEA Review
Compliance Criteria: 100%

Individual Student File Review							
Part C to Part B Transition							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
C2B 1: LEA Attended Transition Planning Conference	§300.124(c)	1	0	0	1	**NA**	NA
Initial Evaluations and Reevaluations							
IEV 2: Parent Provided Procedural Safeguards	§300.504(a)(1)	0	0	0	0	**NA**	NA
IEV 3: Parent Consent Prior to Initial Evaluation	§300.300(a)	0	0	0	0	**NA**	NA
IEV 4: Variety of Assessments Used to Gather Relevant Information	§300.304	1	1	0	0	**100.00%**	Criteria Met
REV 5: Parent Consent Prior to Reevaluation	§300.300(c) (1)	0	0	0	0	**NA**	NA
REV 6: IEP Team Review of Existing Data	§300.305	0	0	0	0	**NA**	NA
REV 7: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	0	0	0	0	**NA**	NA

IEP Development							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
IEP 8: Parent Invited to IEP Meeting	§300.322(a)	1	0	1	0	**0.00%**	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 9: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	1	1	0	0	**100.00%**	Criteria Met
IEP 10: LEA Designee Attended IEP Meeting	§300.321(a), §300.321(e)	1	1	0		**100.00%**	Criteria Met
IEP 11: IEP Contains Measurable Annual Goal(s)	§300.320(a) (2)(i)	1	1	0		**100.00%**	Criteria Met
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	§300.320(a) (2)(i)(B)	1	1	0	0	**100.00%**	Criteria Met
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	§300.320(a)(3)	1	1	0	0	**100.00%**	Criteria Met
IEP 14: IEP Docments ESY Was Considered	§300.106(a)(2)	1	1	0		**100.00%**	Criteria Met
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	1	1	0		**100.00%**	Criteria Met
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	§300.320(c)	1	1	0	0	**100.00%**	Criteria Met
IEP 17: IEP Team Considered Concerns of the Parents	§300.324(a)	1	1	0	0	**100.00%**	Criteria Met

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	0	0	0	0	**NA**	NA
LRE 19: Consideration of Harmful Effects	§300.116(d)	1	1	0		**100.00%**	Criteria Met
Discipline							
DIS 20: Manifestation Determination	§300.530(e)	0	0	0	0	**NA**	NA
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies	§300.324(a)(2)	0	0	0	0	**NA**	NA
Data Verification							
DAT 22: Student Name Same as Reported in SEDS	§300.211	1	1	0		**100.00%**	Criteria Met
DAT 23: Date of Birth Same as Reported in SEDS	§300.211	1	1	0		**100.00%**	Criteria Met
DAT 24: Primary Disability Same as Reported in SEDS	§300.211	1	1	0		**100.00%**	Criteria Met
DAT 25: Placement Same as Reported in SEDS	§300.211	1	1	0		**100.00%**	Criteria Met
DAT 26: Initial Evaluation Date Same as Reported in SEDS	§300.211	1	1	0	0	**100.00%**	Criteria Met
DAT 27: Reevaluation Date Same as Reported in SEDS	§300.211	1	0	0	1	**NA**	NA
DAT 28: IEP Development Date Same as Reported in SEDS	§300.211	1	1	0	0	**100.00%**	Criteria Met
DAT 29: IEP Implementation Date Same as Reported in SEDS	§300.211	1	1	0	0	**100.00%**	Criteria Met

LEA Level Review							
Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	§300.211	1	1	0		100.00%	Criteria Met
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 31: LEA implements HODs in Timely Manner	§300.600(e)	1	0	0	1	NA	NA
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1	0	0	1	NA	NA
DSP 33: LEA Timely Implements Corrective Actions	§300.600(e)	1	0	0	1	NA	NA
Access to Instructional Materials							
NIM 34: LEA Provision of Instructional Materials	§300.172	1	0	0	1	NA	NA
Fiscal							
FIS 35: LEA Policy/Procedure Governing Budgets	§80.20	1	1	0		100.00%	Criteria Met
FIS 36: LEA Has Procurment Policy/Procedureto Ensure Contractors Perform in Accordance of Contract/Purchase Order	§§80.36(b)(1), (b)(2)	1	1	0	0	100.00%	Criteria Met
FIS 37: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1	0		100.00%	Criteria Met
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	§80.23	1	1	0		100.00%	Criteria Met

				Fiscal			
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 39: LEA Retention of Financial Records for 5 Years	§80.42 GEPA	1	1	0		**100.00%**	Criteria Met
FIS 40: LEA Controls in Place to Protect Assets Over $5,000	§80.32	1	1	0	0	**100.00%**	Criteria Met
FIS 41: LEA Code of Conduct For Employees Administering Contracts	§80.36(b)	1	1	0		**100.00%**	Criteria Met
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	§80.20	1	1	0		**100.00%**	Criteria Met
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	§80.20	1	1	0		**100.00%**	Criteria Met
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1	0	0	1	**NA**	NA
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	0	0	1	**NA**	NA
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	§80.20(b)(6)	1	1	0		**100.00%**	Criteria Met
FIS 47: LEA Followed Procurement Procedures	§80.36	1	0	1	0	**0.00%**	LEA Corrective Actions Must Be Completed
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	§80.20 OMB Circular A-87	1	1	0		**100.00%**	Criteria Met
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	§80.20 OSSE GAN	1	1	0	0	**100.00%**	Criteria Met

FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1	0	0	1	NA	NA

				Fiscal			
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	§300.226 §300.646	1	0	0	1	NA	NA
FIS 52: LEA Properly Tracks Students Who Receive CEIS	§300.226(d)	1	0	0	1	NA	NA
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	§300.134	1	0	0	1	NA	NA
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	§300.134	1	0	0	1	NA	NA
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	§300.203	1	0	0	1	NA	NA

Education Strengthens Families Public Charter School
2011-2012 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: **March 21, 2012**

All Corrections Due By: **September 21, 2012**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:
0 = Correction not yet made
1 = Correction has been made as required for this student
2 = Student no longer enrolled in LEA
3 = Student no longer receives special education services
4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log
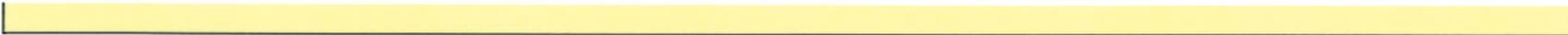
Verification of Correction			
Signature of LEA Validator	Date of Signature	Signautre of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	**C2B 1:** LEA Attended Transition Planning Conference	Corrective Actions	Not correctable at the student level.

Initial Evaluations and Reevaluations

Question from File Review	**IEV 2:** Parent Provided Procedural Safeguards	Corrective Actions	Provide a copy of procedural safeguards to parents.			

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9284504								

Question from File Review	**IEV 3:** Parent Consent Prior to Initial Evaluation	Corrective Actions	Not correctable at the student level.

Question from File Review	**IEV 4:** Variety of Assessments Used to Gather Relevant Information	Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	Corrective Actions	
REV 5: Parent Consent Prior to Reevaluation	Not correctable at the student level.	

Question from File Review	Corrective Actions	LEA Verification of Correction	OSSE Verification of Correction
REV 6: IEP Team Review of Existing Data	Using existing data, reconvene the IEP team to re-determine eligibility and the educational needs of the student.		

Student Demographic Information

Student ID	First Name	Last Name	Attendance Center Code	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
School								
9284504	Katherin	Lopez	ESF					

Question from File Review	Corrective Actions	
REV 7: Variety of Sources Used to Determine Continued Eligibility	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.	

IEP Development

Question from File Review	Corrective Actions	
IEP 8: Parent Invited to IEP Meeting	Reconvene IEP meeting and invite parent(s).	
IEP 9: General Education Teacher Attended IEP Meeting	Not correctable at the student level.	
IEP 10: LEA Designee Attended IEP Meeting	Not correctable at the student level.	
IEP 11: IEP Contains Measurable Annual Goal(s)	Reconvene the IEP meeting to develop measureable goals.	

Student Demographic Information		LEA Verification of Correction	OSSE Verification of Correction
School			

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**IEP 12:** IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.			Corrective Actions	Reconvene the IEP meeting to develop measureable related services goals.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Question from File Review	**IEP 13:** IEP Contains Description of How Progress Towards Related Services Will Be Measured			Corrective Actions	Reconvene the IEP meeting to develop a description of how progress will be measured.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Question from File Review	**IEP 14:** IEP Docments ESY Was Considered			Corrective Actions	IEP Team must convene to determine appropriate amount of compensatory education.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Question from File Review	**IEP 15:** PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Question from File Review	**IEP 16:** Student Informed of Transfer of Rights When Reaching Age of Majority			Corrective Actions	Obtain and file documentation of notification to student.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**IEP 17:** IEP Team Considered Concerns of the Parents			Corrective Actions	Obtain and file documentation of consideration of parental concerns.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Least Restrictive Environment (LRE)

Question from File Review	LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Implement student specific supplementary aids and services in the classroom for six (6) weeks and reconvene IEP team to consider if the placement is the LRE for the student.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	LRE 19: Consideration of Harmful Effects			Corrective Actions	Reconvene IEP team within 30 days of report and include documentation of the consideration of harmful effects in the justification section of the
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Discipline

Question from File Review	DIS 20: Manifestation Determination			Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies			Corrective Actions	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Data Verification

Question from File Review	DAT 22: Student Name Same as Reported in SEDS			Corrective Actions	Find and correct student name in file or in STARS/OLAMS/Proactive..			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	DAT 23: Date of Birth Same as Reported in SEDS			Corrective Actions	Find and correct date of birth in file or in STARS/OLAMS/Proactive.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	DAT 24: Primary Disability Same as Reported in SEDS			Corrective Actions	Find and correct primary disability in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	DAT 25: Placement Same as Reported in SEDS			Corrective Actions	Find and correct placement in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	DAT 26: Initial Evaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct initial evaluation date in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	DAT 27: Reevaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of reevaluation in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	DAT 28: IEP Development Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP development in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Discipline

Question from File Review	DAT 29: IEP Implementation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Student Demographic Information				File Review Items (X = Noncompliance)														File Review Items (X = Noncompliance)															Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	C2B 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29	
9284504	Lopez	Katherin	ESF								x																						1
Total Number of Students with Noncompliance for Each Item				0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Education Strengthens Families Public Charter School

| Date of Notification: | March 21, 2012 | | | All Corrections Made By: | | September 21, 2012 | |

Individual Student IEP Review							

Part C to Part B Transition							
				Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	NA	NA		No signature required.	No date required.	No signature required.	No date required.
C2B 1: LEA Action Log:		No Action Required					

Initial Evaluations and Reevaluations							
IEV 2: Parent Provided Procedural Safeguards	NA	NA		No signature required.	No date required.	No signature required.	No date required.
IEV 2: LEA Action Log:		No Action Required					

| 2011-12 Criteria: 80% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Initial Evaluations and Reevaluations						
IEV 3: Parent Consent Prior to Initial Evaluation	**NA**	NA	No signature required.	No date required.	No signature required.	No date required.
IEV 3: LEA Action Log:		No Action Required				
IEV 4: Variety of Assessments Used to Gather Relevant Information	**100.00%**	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log:		No Action Required.				
REV 5: Parent Consent Prior to Reevaluation	**NA**	NA	No signature required.	No date required.	No signature required.	No date required.
REV 5: LEA Action Log:		No Action Required				

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 6: IEP Team Review of Existing Data	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>REV 6: LEA Action Log:</u>		No Action Required				
REV 7: Variety of Sources Used to Determine Continued Eligibility	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>REV 7: LEA Action Log:</u>		No Action Required				
IEP Development						
IEP 8: Parent Invited to IEP Meeting	0.00%	LEA must develop plan to ensure that all parents are invited to IEP Team meetings and provide documentation that the plan was implemented. Provide documentation of above to OSSE.				
<u>IEP 8: LEA Action Log:</u>						

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: General Education Teacher Attended IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 9: LEA Action Log:		No Action Required.				
IEP 10: LEA Designee Attended IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:		No Action Required.				
IEP 11: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:		No Action Required.				

| 2011-12 Criteria: 80% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log:		No Action Required.				
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log:		No Action Required.				
IEP 14: IEP Docments ESY Was Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log:		No Action Required.				

| 2011-12 Criteria: 80% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 15: LEA Action Log:		No Action Required.				
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 16: LEA Action Log:		No Action Required.				
IEP 17: IEP Team Considered Concerns of the Parents	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 17: LEA Action Log:		No Action Required.				

Least Restrictive Environment (LRE)

| 2011-12 Criteria: 80% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	NA	NA	No signature required.	No date required.	No signature required.	No date required.
LRE18: LEA Action Log:		No Action Required				
LRE 19: Consideration of Harmful Effects	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 19: LEA Action Log:		No Action Required.				

Discipline							
				Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 20: Manifestation Determination	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 20: LEA Action Log:		No Action Required				
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 21: LEA Action Log:		No Action Required				
Data Verificaiton							
DAT 22: Student Name Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 22: LEA Action Log:		No Action Required.				

				Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 23: Date of Birth Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 23: LEA Action Log:		No Action Required.				
DAT 24: Primary Disability Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 24: LEA Action Log:		No Action Required.				

DAT 25: Placement Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 25: LEA Action Log:		**No Action Required.**				

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 26: Initial Evaluation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 26: LEA Action Log:		No Action Required.				
DAT 27: Reevaluation Date Same as Reported in SEDS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DAT 27: LEA Action Log:		No Action Required				
DAT 28: IEP Development Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 28: LEA Action Log:		No Action Required.				

| 2011-12 Criteria: 80% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 29: IEP Implementation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.

DAT 29: LEA Action Log:	No Action Required.

LEA Level Review

| 2011-12 Criteria: 100% | LEA Total | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.

DAT 30: LEA Action Log:	

			Discipline				
				Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 31: LEA implements HODs in Timely Manner	NA	NA		No signature required.	No date required.	No signature required.	No date required.
DSP 31: LEA Action Log:		No Action Required					
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	NA	NA		No signature required.	No date required.	No signature required.	No date required.
DSP 32: LEA Action Log:		No Action Required					
DSP 33: LEA Timely Implements Corrective Actions	NA	NA		No signature required.	No date required.	No signature required.	No date required.
DSP 33: LEA Action Log:		No Action Required					

Access to Instructional Materials							
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 34: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>NIM 34: LEA Action Log:</u>		**No Action Required**				

Fiscal							
FIS 35: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 35: LEA Action Log:</u>		**No Action Required.**				

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 36: LEA Has Procurment Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 36: LEA Action Log:		No Action Required.				
FIS 37: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 37: LEA Action Log:		No Action Required.				
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 38: LEA Action Log:		No Action Required.				

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 39: LEA Retention of Financial Records for 5 Years	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FSI 39: LEA Action Log:		No Action Required.				
FIS 40: LEA Controls in Place to Protect Assets Over $5,000	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 40: LEA Action Log:		No Action Required.				
FIS 41: LEA Code of Conduct For Employees Administering Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 41: LEA Action Log:		No Action Required.				

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 42: LEA Action Log:		No Action Required.				
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 43: LEA Action Log:		No Action Required.				
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 44: LEA Action Log:		No Action Required				

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 45: LEA Action Log:</u>	**No Action Required**					
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 46: LEA Action Log:</u>	**No Action Required.**					
FIS 47: LEA Followed Procurement Procedures	0.00%	The LEA must submit invoices to OSSE for allowable expenditures that equate to amount deemed disallowable; and include invoices/proof of payment documentation for all items included in next RW. Provide documentation of the above to OSSE.				
<u>FIS 47: LEA Action Log:</u>						

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 48: LEA Action Log:		No Action Required.				
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 49: LEA Action Log:		No Action Required.				
FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 50: LEA Action Log:		No Action Required.				

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 51: LEA Action Log:	No Action Required					
FIS 52: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 52: LEA Action Log:	No Action Required					
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 53: LEA Action Log:	No Action Required					

2011-12 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 54: LEA Action Log:		No Action Required				
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 55: LEA Action Log:		No Action Required				

Education Strengthens Families Public Charter School

Date of Notification:	March 21, 2012		All Corrections Made By: September 21, 2012			

Additional LEA Corrective Actions						
			Verification of Correction		**Verification of Correction**	
Area of Correction	**LEA Additional Corrections**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FAPE in the LRE	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Education Strengthens Families PCS employs one special education coordinator and a special education teacher, and contracts with a speech-language provider.   The LEA reported that specialized instruction is provided in the general education environment using an inclusion model.   The LEA indicated that the general education teachers, the special education teacher and the special education coordinator collaborate to ensure that instruction is modified to achieve IEP goals and implement accommodations as required by the student's IEP. Related services are delivered via push-ins and pull-outs. The LEA reported that its relationship with the Mary's Center allows the students at Education Strengthens Families to have access to a variety of wrap-around services such as nutrition services, medical and dental services and mental health counseling.

OSSE reminds Education Strengthens Families PCS that pursuant to 34 CFR 300.124(b) and 300.323(b), an LEA is responsible for providing evaluations, eligibility determination and IEP development for children transitioning from Part C services to Part B services prior to the third birthday. It was revealed that it is often the school's procedure to enroll children from Mary's Center's Early Childhood Program into Education Strengthens Families PCS as soon as they turn three in a seamless way. It is possible that a child may receive Part C services and decide to move from the partner program to Education Strengthens Families PCS. OSSE reminds the LEA that responsibility to provide FAPE begins when the student is enrolled; if the LEA and the parent agree that the child shall attend Education Strengthens Families PCS, that LEA is responsible for attending the transition conference and for the evaluation, eligibility determination and IEP development prior to the third birthday.
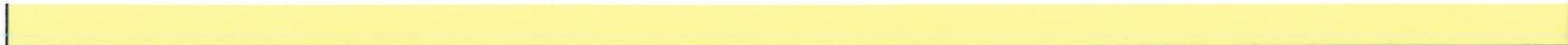
Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with students' IEPs, OSSE reviewed Education Strengthens Families PCS student's attendance records from August 25, 2011 - September 30, 2011 in conjunction with service tracking forms from the Special Education Data System (SEDS) and the student's IEP in order to align the documented services delivered to the student with the related services required by the IEP. A review of the documentation revealed that the related services were provided as required and the service trackers were documented in SEDS in a timely manner.

The IDEA at 34 CFR §300.301(c)(1) requires that an initial evaluation be conducted within 60 days of receiving parental consent for the evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The District of Columbia has established a 120 day timeframe. See D.C. Code §38-2561.02. As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines in quarterly reporting periods. During the September 2, 2010 – December 1, 2010 reporting period, Education Strengthens Families PCS conducted one initial evaluation outside of the established timeline. The LEA submitted documentation of correction of student-level findings of noncompliance by the required deadline and OSSE has verified that the initial evaluation has been subsequently completed. During the subsequent reporting period, the LEA completed all initial evaluations within the established timeline and has therefore provided evidence that it is complying with the requirements in 34 CFR §300.301(c)(1).

During the OSSE monitoring team's classroom visits, no school-wide behavior management system was observed. OSSE observed the use of positive language, encouragement and praise to redirect the behaviors of the children, but they were not used consistently from classroom to classroom. The LEA reported that there are no procedures regarding referrals for functional behavioral assessments. IDEA regulations at 34 CFR §§300.324(a)(2) and 300.530 describe an LEA's responsibility when a child with a disability exhibits behaviors which impedes the child's learning or has been suspended or removed from their placement for more than 10 days. These regulations include requirements regarding the use of functional behavioral assessments, behavioral intervention plans and manifestation determinations. Education Strengthens Families was not able to provide any information or data on the development or implementation of a school-wide behavior management program. Only one staff member was able to explain the use of functional behavioral assessments, behavioral intervention plans and manifestation determinations. OSSE recommends that Education Strengthens Families PCS staff members attend OSSE's training course, B-1: Functional Behavioral Assessment and Behavioral Intervention Plans at the first available opportunity.

| LEA Action Log: FAPE in the LRE | No action required. |

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

The LEA reported that the special education coordinator is responsible for managing the timely implementation Hearing Officer's Determinations, mediation agreements and settlement agreements, and the Head of School is responsible for verification of timely implementation. In FFY 2009 (July 1, 2009 – June 30, 2010), no due process complaints or State complaints were filed against Education Strengthens Families PCS and OSSE did not receive any requests for mediation with the LEA. In FFY 2010 (July 1, 2010 – June 30, 2011), no due process complaints or State complaints were filed against Education Strengthens Families PCS and OSSE did not receive any requests for mediation with the LEA. OSSE suggests that Education Strengthens Families PCS develop a written plan for compliance with dispute resolution requirements and timely implementation of hearing officer determinations, settlement agreements, mediation agreements and corrective actions resulting from State complaints.

LEA Action Log: Dispute Resolution   No action required.

| Area of Correction | LEA Additional Corrections | Corrective Actions | Verification of Correction | | Verification of Correction | |
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Education Strengthens Families PCS reported that it uses a variety of sources to document student development, and plan and implement LEA-level processes. The LEA indicated that data sources include student observations, cognitive and emotional development tracking, and communication plans for students that display academic or emotional difficulties.

Education Strengthens Families acknowledged that all Special Education data must be entered in SEDS. The LEA reported that the special education teacher and the related services provider are responsible for entering all data into SEDS and the special education coordinator is responsible for verifying the accuracy of all entered data.
During the on-site visit, OSSE compared data within the student's paper record and data within SEDS. OSSE notes that one hundred percent (100%) of the data in the file was consistent with the data in SEDS.

LEA Action Log: Data   **No action required.**

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	Yes	See below.				

OSSE Comments:

As an LEA, Education Strengthens Families (ESF) PCS is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

ESF was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) submission of IDEA Reimbursement Workbooks (RW) that have been approved by staff that are familiar with federal regulations; (5) obligation and reimbursement of federal funds within the approved grant period; (6) retention of financial records and relevant supporting documentation for the required time period; (7) protection of assets costing more than five thousand dollars; and (8) maintenance of a code of conduct for employees involved in the administration of contracts.

While ESF provided the policies and procedures currently in place to ensure reimbursement workbooks are reviewed to certify that expenses align to their approved budget, OSSE recommends that the LEA add a statement in their policy document requiring that the third party vendors have knowledge of IDEA and OMB Circular A-87. Additionally, while ESF provided a policy on the retention of financial records, OSSE recommends that the LEA revise its policies to require the retention of financial records for a minimum of five years.

As a requirement of the monitoring visit, OSSE required ESF PCS to provide documentation supporting approximately 35 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursement from FFY 2010 Section 611 and Section 619 annual funds. The sample size included reimbursements totaling $1,190.00. ESF provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA obligated costs within the correct grant period and after the Phase I application was approved; that the LEA sought reimbursement for expenditures in the reimbursement workbook only after it actually paid the expense; that the LEA purchased and received the items it sought reimbursement for in the IDEA RW; that the LEA followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; and that the LEA correctly paid and retains invoices for the expenditures it included in its IDEA reimbursement workbook.

The EDGAR regulations at 34 CFR §80.36 outline procurement standards and procedures for developing and awarding contracts for services, supplies and materials. To document compliance with these regulations, ESF provided a copy of a contract with a vendor; however, the contract was valid from January 1, 2007 – December 31, 2008 and the invoices for which the LEA sought reimbursement were from October 2010. In the contract language it states that both parties will submit written agreements to renew the contract, however this amendment was not sent in by the LEA. Additionally, the copy of the contract submitted to OSSE did not have the signature of the School Director or the vendor. Although the LEA submitted all invoices for the vendor under this contract, because no valid contract was in place the amounts previously approved for this vendor are questioned costs, totaling $1,190.00. The LEA must either provide a valid contract, resubmit additional expenditures that cover the questioned costs of $731.00 in 611 Annual funds and $459.09 in 619 Annual funds, or repay OSSE the total amount of $1,190.00 within 30 days. ESF has policies and procedures in place to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. OSSE strongly recommends that ESF follows its own policies and procedures and review all of its current contracts to ensure that the LEA has valid agreements in place for contractors providing special education and related services.

LEA Action Log: Fiscal

Certification of 2011-2012 Plan Completion

Education Strengthens Families Public Charter School

Notice of Certification: The completion of this page by an LEA representative
certifies that all data submitted are true, correct, complete and done
in full compliance with all applicable state and federal rules and regulations
to the best of his/her knowledge and belief.

All corrections due by: **September 21, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____