



Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

February 5, 2024

Via Electronic Mail

Akeem Anderson
Board Chair

Maria-Jose Carrasco
Interim Executive Director

Latin American Montessori Bilingual Public Charter School
5000 14th Street NW
Washington, DC 20011

Re: 20-Year Charter Review of Latin American Montessori Bilingual Public Charter School

Dear Mr. Anderson and Ms. Carrasco:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.¹ During the 2022 – 23 school year, DC PCSB conducted such a review of Latin American Montessori Bilingual Public Charter School (LAMB PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On December 19, 2022, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be continued.

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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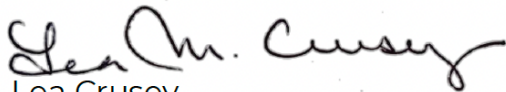
At its public board meeting on January 23, 2023, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.


Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,


Lea Crusey
Board Chair


Michelle J. Walker-Davis, Ed.D.
Executive Director

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- Approve a Charter Application (15 yrs)
- Approve a Charter Renewal (15 yrs)
- Approve Charter Continuance
- 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 _____

Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

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: **Nada Mousa, Senior Specialist, School Performance Department**

SUBJECT: **Charter Review: Latin American Montessori Bilingual Public Charter School**

DATE: **January 23, 2023**

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of Latin American Montessori Bilingual Public Charter School (LAMB PCS). This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.¹

Charter Review Findings

DC PCSB staff conducted a 20-year charter review of LAMB PCS, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter

¹ DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

² D.C. Code §§ 38-1802 *et seq.*

goals); 2) compliance with its charter and applicable federal and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings					
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	LAMB PCS met its charter goals.				
Compliance	LAMB PCS did not violate the law or materially violate its charter.				
Finance	LAMB PCS did not commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
86.0%	79.1%	Not Applicable (NA) ³			82.5%

LAMB PCS adopted the PMF as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁴ In doing so, LAMB PCS committed to achieving an average PMF score equal to or exceeding 50.0% at its 20-year review. As the chart above reports, LAMB PCS met its charter goals, earning well above the targeted PMF average during the review period.

DC PCSB staff also found the school has not committed a violation of law or a material violation of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

³ As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB's September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁴ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

Additional Academic Data

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.⁵ For schools serving early childhood and elementary students like LAMB PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, achievement on early childhood assessments,⁶ attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). See LAMB PCS's SY 2021 – 22 transitional goals performance on pages 23 through 25 of the attached Preliminary Charter Review Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22 transitional goals data as supplemental evidence of school performance, but only if it helps the school.⁷

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at LAMB PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See LAMB PCS's SY 2021 – 22 QSR performance on pages 10 through 12 of the attached Preliminary Charter Review Report.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."⁸ As part of this review, DC PCSB must determine whether:

1. The school committed a violation of applicable law 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.⁹

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.¹⁰

⁵ See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁶ In this context, "early childhood" refers to PK3 and PK4. LAMB PCS opted not to submit SY 2021 – 22 early childhood assessment outcomes to DC PCSB.

⁷ *Ibid.*, p. 6.

⁸ D.C. Code § 38-1802.12(a)(3).

⁹ D.C. Code § 38-1802.13(a).

¹⁰ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

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 nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.¹¹

Background

LAMB PCS began operation in 2003 under authorization from DC PCSB. The school currently educates 553 students in pre-kindergarten 3 through fifth grade.¹² LAMB PCS operates across two facilities located in Wards 4 and 5.¹³ LAMB PCS's mission is to:

create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing biliteracy in English and Spanish.

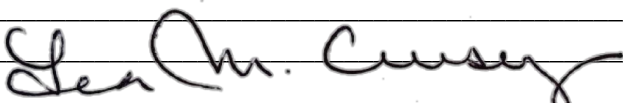
Notification

On December 6, 2022, DC PCSB staff notified Advisory Neighborhood Commissioners Maria Barry (4E03) and Nandini Sen (5B02) of the school's 20-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.¹⁴

Attachment to this Proposal

Attachment A: LAMB PCS 20-Year Preliminary Charter Review Report

Date: <u>1/23/2023</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:

DC PCS Board Chair Signature: 

¹¹ D.C. Code § 38-1802.13(b).

¹² This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

¹³ LAMB PCS intends to transition all of its students to its main facility at 5000 14th Street NW in Ward 4 by SY 2023 – 24. See LAMB PCS Facility Amendment here: <https://bit.ly/31fJEA9>.

¹⁴ See the notice here: <https://bit.ly/3iNTtLg>.



**2022 – 23 20-Year
Charter Review Report
Latin American Montessori Bilingual
Public Charter School**

January 23, 2023

DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
(202) 328-2660
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BOARD VOTE AND KEY FINDINGS¹

Latin American Montessori Bilingual Public Charter School (LAMB PCS) ^{2,3}					
Review or Renewal	20-year charter review				
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	LAMB PCS met its charter goals.				
Compliance	LAMB PCS did not violate the law or materially violate its charter.				
Finance	LAMB PCS did not commit fiscal mismanagement.				
Board Vote	The Board voted 5 – 0 to continue LAMB PCS’s charter.				
Performance Management Framework (PMF) Outcomes ⁴					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
86.0%	79.1%	Not Applicable (NA) ⁵			82.5%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”⁶ As such, DC PCSB conducted a 20-year charter review of LAMB PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). LAMB PCS adopted the PMF as its charter goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁷ In doing so, LAMB PCS committed to achieving an average PMF score equal to or exceeding 50.0% at its 20-year review. As the chart above reports, LAMB PCS met its charter goals, earning well above the targeted PMF average during the review period.

DC PCSB also evaluated the school’s compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

¹ To request a text-only and/or a black and white version of this report, please contact communications@dcpcs.org.

² See the appendices to this report here: <https://bit.ly/3Vgzpzc>.

³ See LAMB PCS’s Charter Agreement and Amendments, Appendices A1 – A3

⁴ See LAMB PCS’s PMF scorecards, Appendices B1 – B2.

⁵ As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁶ D.C. Code § 38-1802.12(a)(3).

⁷ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

At its public board meeting on January 23, 2023, the DC PCSB Board voted 5 – 0 to continue LAMB PCS's charter.

This report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

SCHOOL BACKGROUND

LAMB PCS			
Year Opened	2003 – 04	Ward(s)	4, 5
Number of Campuses	1	Year(s) of Previous Review	2006 – 07, 2011 – 12, 2011 – 12, 2014 – 15, and 2017 – 18
Current Enrollment Ceiling	602	Current Enrollment	553 ⁸
Chartered Grade Span	Pre-kindergarten 3 (PK3) – 12	Current Grade Span	PK3 – 5
Mission Statement			
LAMB PCS aims to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing biliteracy in English and Spanish.			

School Overview

LAMB PCS began operation in 2003 under authorization from the DC Board of Education (DC BOE).⁹ The Local Education Agency (LEA)¹⁰ educates students in grades PK3 through 5 across two facilities.¹¹

LAMB PCS offers bilingual programming in English and Spanish. Its PK3 students receive instruction exclusively in Spanish; students in pre-kindergarten 4 (PK4) through 5 learn using both languages. Though its “focus is on teaching students Spanish,” LAMB PCS says it values and celebrates “Latin American heritage in several ways.” Most staff members are “originally from a Latin American country or are descended from Latino immigrants,” and the school makes an effort to incorporate their heritage into LAMB PCS’s work educating students.¹²

LAMB PCS also offers Montessori programming in which students work independently and at their own pace. The school organizes students in mixed-aged classes rather than by grade level. According to its SY 2020 – 21 Annual Report, LAMB PCS educators see their “role as guides and supporters of the students’ learning” and “empower children to work independently within clearly outlined limits and expectations.”¹³

⁸ This enrollment data is based on preliminary, unvalidated data as of October 5, 2022.

⁹ After the passage of the Public Education Reform Amendment Act in 2007, DC BOE dissolved, and DC PCSB became the school’s authorizer. See the Public Education Reform Amendment Act of 2007 here: <https://bit.ly/3rabBPX>.

¹⁰ An “LEA” is any individual or group of public charter schools operating under a single charter.

¹¹ LAMB PCS intends to transition all of its students to its main facility at 5000 14th Street NW in Ward 4 by SY 2023 – 24. For details, see LAMB PCS’s Facility Amendment, Appendix A2.

¹² See LAMB PCS’s “Bilingual Model” webpage here: <https://bit.ly/41HJIWq>.

¹³ LAMB PCS’s SY 2020 – 21 Annual Report, Appendix C, p. 4.

The school has achieved Tier 1 or “high-performance” ratings on the PMF every year since DC PCSB began producing the framework.

In 2014,¹⁴ LAMB PCS entered a consortium with four other bilingual public charter schools to jointly operate the District of Columbia International School (DCI).¹⁵ DCI is a middle and high school program where consortium students have an enrollment preference. As such, LAMB PCS’s rising sixth graders receive a transfer preference (through the My School DC lottery) to enroll at DCI. DCI is solely responsible for the performance of LAMB PCS’s middle and high school students.¹⁶ Thus, this charter review only reflects an analysis of LAMB PCS’s early childhood and elementary program.¹⁷

Enrollment and Demographic Data

The table below shows the school’s enrollment history during the review period.¹⁸

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
PK3	77	73	67	90	76
PK4	84	82	76	78	99
Kindergarten (K)	51	77	77	84	78
1	55	70	69	72	75
2	54	43	64	66	65
3	44	50	34	61	59
4	38	45	49	31	56
5	23	36	38	37	25
Audited Enrollment ¹⁹	462	476	474	519	533
Enrollment Projections ²⁰	466	503	493	506	525
Enrollment Ceiling ²¹	483	513	543	556	571

The map below shows where SY 2021 – 22 LAMB PCS students live in relation to the school, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, LAMB PCS enrolls students from every ward in the District, though most of its students come from Ward 4.

¹⁴ See LAMB PCS’s Restated Charter Agreement, Appendix A1.

¹⁵ D.C. Code § 38-1802.01(c-1).

¹⁶ In other words, DCI’s accountability reporting includes LAMB PCS’s middle and high school students. LAMB PCS has assigned all rights and responsibilities with respect to its middle and high school program to DCI.

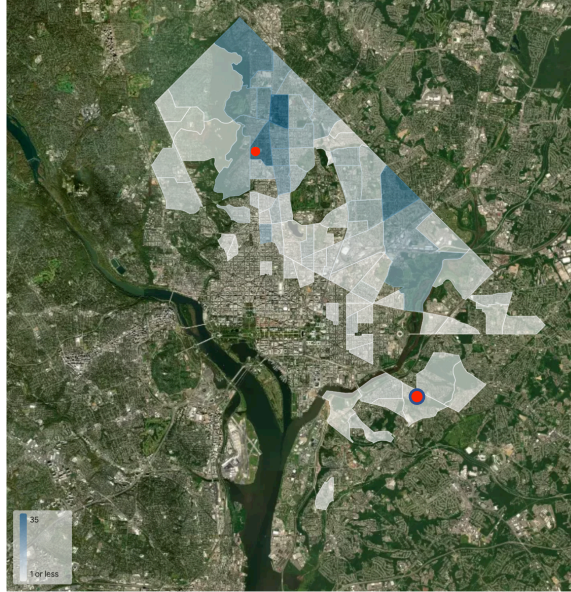
¹⁷ “Early childhood” refers to pre-kindergarten 3 through second grade.

¹⁸ The “-” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

¹⁹ The DC Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in the District.

²⁰ Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The enrollment projections displayed are determined by DME and DC PCSB and may be different than the LEA’s projections.

²¹ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive per pupil funding for each school year.



The chart below shows the school’s student demographics in SY 2021 – 22.

Student Group	Percentage Enrolled
At-Risk Students ²²	7.1%
English Learners ²³	17.3%
Students with Disabilities (SWD) ²⁴	10.3%
American Indian or Alaska Native	0.2%
Asian	2.3%
Black or African American	15.9%
Hispanic/Latino	27.2%
Multiracial	11.3%
Native Hawaiian or Other Pacific Islander	–
White	43.0%

²² D.C. Code § 38–2901(2A) defines “at-risk” as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District’s foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.

²³ English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.

²⁴ SWD are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive. For demographic data, DC PCSB counts any student who was identified as SWD through the year in the final calculation.

School Climate

The charts below report LAMB PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates. DC PCSB presented these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. This data did not factor into DC PCSB's continuance determination. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.²⁵

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail LAMB PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.²⁶

Key for OSS and MYW Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 ²⁷

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.2%
LAMB PCS	K – 5	0.0%	0.0%	0.0%
Sector		8.8%	1.8%	12.2%

²⁵ The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS, MYW, and ISA data after March 2020 in response to the pandemic.

²⁶ For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including LAMB PCS, is too small to report.

²⁷ DC PCSB does not report on values when the n-size is less than 10.

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	n < 10	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
LAMB PCS	K – 5	n < 10	0.0%	1.5%
Sector		3.5%	0.4%	5.2%

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
LAMB PCS	K – 5	0.0%	0.0%	0.0%
Sector		2.4%	0.4%	4.0%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail LAMB PCS's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	5.0%	3.0%	0.0%
Sector		5.8%	4.4%	3.6%
LAMB PCS	K – 5	0.0%	1.1%	0.9%
Sector		4.6%	2.4%	3.8%

SY 2019 – 20 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	n < 10	0.0%	0.0%
Sector		3.7%	4.7%	2.9%
LAMB PCS	K – 5	n < 10	0.0%	2.9%
Sector		2.9%	2.3%	3.1%

SY 2020 – 21 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		3.6%	3.7%	3.2%
LAMB PCS	K – 5	0.0%	1.3%	0.0%
Sector		1.6%	1.4%	1.4%

SY 2021 – 22 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	7.7%	5.3%	5.9%
Sector		6.9%	4.6%	4.1%
LAMB PCS	K – 5	3.8%	2.8%	4.5%
Sector		5.0%	2.9%	3.9%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail LAMB PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	91.1%	92.9%	94.2%
Sector		88.1%	91.7%	90.5%
LAMB PCS	K – 5	94.5%	94.8%	94.3%
Sector		91.7%	94.9%	92.0%

SY 2019 – 20 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	n < 10	91.6%	85.8%
Sector		88.6%	91.5%	90.3%
LAMB PCS	K – 5	n < 10	94.6%	95.0%
Sector		92.3%	94.9%	92.9%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	85.4%	90.7%	91.5%
Sector		72.0%	85.1%	79.1%
LAMB PCS	K – 5	92.8%	95.3%	95.5%
Sector		85.7%	92.8%	87.8%

SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
LAMB PCS	PK3 – PK4	83.5%	88.9%	88.7%
Sector		77.5%	85.6%	81.7%
LAMB PCS	K – 5	88.8%	92.4%	92.3%
Sector		81.9%	90.6%	84.8%

Qualitative Site Review (QSR)

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.²⁸ From November 8 – 19, 2021, in anticipation of this review, DC PCSB conducted a QSR at LAMB PCS.²⁹ In the classroom environment domain, observers noted that teachers communicated the importance of the content they taught and the conviction that with hard work, all students could master the material. Students expended effort to complete high-quality work. Throughout classrooms, teachers made general connections with individual students, and students treated one another with respect and care. Most students participated willingly, and, in some cases, classmates respectfully corrected one another when their peers incorrectly answered questions. In the instruction domain, observers noted that teachers clearly described lesson objectives and, when appropriate, modeled

²⁸ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

²⁹ See LAMB PCS's SY 2021 – 22 QSR Report, Appendix D.

specific strategies for students to use. Teachers also posed open-ended questions, inviting students to think and offer multiple possible answers. When necessary, teachers provided students with additional time and supports to help them contribute to class discussions.

After conducting unannounced observations,³⁰ the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of LAMB PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms in SY 2021 – 22 that received proficient and distinguished ratings in each domain.

School/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
LAMB PCS	94.0%	90.0%
Average score for PK – 8 public charter schools	89.0%	80.0%

LAMB PCS scored above average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22.

In addition to conducting classroom observations, DC PCSB and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments LAMB PCS students received. Evaluators used TNTP’s *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.³¹ Upon review, evaluators rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully engage in worthwhile grade-level content.³²

Of the five ELA samples LAMB PCS submitted, two assignments received an overall rating of “sufficient.” One assignment was based on a grade-appropriate text and contained a task that reached the depth of the targeted grade-level standards. The other assignment reached the full depth of the targeted reading foundational skills standards. Three assignments received an overall rating of “no opportunity.” These assignments were

³⁰ During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school’s core content classes. The QSR team also observed electives when the coursework was an essential part of the school’s mission.

³¹ See the protocol here: <https://bit.ly/3PfYLKH>.

³² Specifically, assignments that satisfied TNTP’s *Assignment Review Protocol* criteria were deemed “sufficient.” Assignments that partially satisfied the criteria were deemed “minimal.” Assignments that did not satisfy the criteria were deemed “no opportunity.”

all based on high-quality, grade-appropriate texts. However, the tasks did not integrate grade-level standards, nor did they require students to use what they learned from the texts.

Of the five math samples LAMB PCS submitted, all five assignments received an overall rating of “no opportunity.” These assignments typically did not relate to a grade-level standard, limiting students’ opportunity to engage in critical math practice. These assignments offered math problems with a single solution pathway. Moreover, the assignments did not give students an authentic opportunity to connect academic standards to real-world issues or contexts.

Previous Charter Review

Five-Year Review

In SY 2006 – 07,³³ DC BOE conducted a five-year review of LAMB PCS and found the school met the standard for charter continuance. DC BOE evaluated the school’s curriculum, instruction, use of assessments, climate, and governance management. LAMB PCS received “exemplary” ratings in most areas.³⁴

In SY 2011 – 12, DC PCSB conducted another charter review of LAMB PCS, following the school’s transfer from DC BOE. DC PCSB determined the school met the standard for continuance.³⁵ In the review, DC PCSB noted LAMB PCS had strong academic achievement. In February 2012, DC PCSB voted to continue LAMB PCS’s charter.

10-Year Review

In SY 2014 – 15, DC PCSB conducted a 10-year review of LAMB PCS and found the school met the standard for charter continuance.³⁶ DC PCSB determined the LEA met all academic and non-academic performance standards. In October 2014, DC PCSB voted to continue LAMB PCS’s charter.

15-Year Renewal

In SY 2017 – 18,³⁷ DC PCSB conducted a 15-year renewal of LAMB PCS. Ahead of the renewal, the LEA adopted the PMF as its goals, agreeing to achieve an average PMF score equal to or exceeding 50.0%. LAMB PCS earned an average PMF score of 81.6% during the review period, and DC PCSB determined the school met its charter goals. In February 2018, DC PCSB voted to renew LAMB PCS’s charter.

³³ See LAMB PCS’s DC BOE Five-Year Review Report, Appendix E.

³⁴ Ibid., p. 3.

³⁵ See LAMB PCS Five-Year Review Report, Appendix F.

³⁶ See LAMB PCS’s 10-year Review Report, Appendix G.

³⁷ See LAMB PCS’s 15-year Renewal Report, Appendix H.

Communication with the School

On June 22, 2022, DC PCSB staff met with members of LAMB PCS's staff to discuss the school's 20-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."³⁸ As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, 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.³⁹

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.⁴⁰

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 nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.⁴¹

³⁸ D.C. Code § 38-1802.12(a)(3).

³⁹ D.C. Code § 38-1802.13(a).

⁴⁰ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

⁴¹ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In April 2021,⁴² LAMB PCS amended its charter goals to adopt the latest iteration of the PMF.⁴³ In doing so, the school agreed to the review standard and provision recorded in the chart below. This chart also reports DC PCSB's determination that LAMB PCS met its charter goals.

Charter Goals	Met?
<p>Review Standard: At its 20-year charter review, the School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus: obtains an average PMF score for school years 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 equal to or exceeding 50.0%.</p> <p>Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if The School Corporation has demonstrated consistent improvement on overall PMF scores during the most recent three years of the review period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.⁴⁴</p>	Met

PMF Outcomes ⁴⁵					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
86.0%	79.1%	NA ⁴⁶			82.5%

Determination: LAMB PCS met its charter goals, exceeding the targeted PMF average of 50.0%.

The remainder of this section contains a description of the PMF and an analysis of LAMB PCS's performance on each PMF category during the review period, excluding school years

⁴² See LAMB PCS's Goals Charter Amendment, Appendix A3.

⁴³ For details, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/3EJh4Fc>.

⁴⁴ "Un-tiered measures" refers to measures included in the PMF that do not count in the PMF score and resulting tier.

⁴⁵ See LAMB PCS's PMF Scorecards, Appendix B1 – B2.

⁴⁶ DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 PMF data and did not produce the PMF in either year. Consequently, DC PCSB assesses schools under review in SY 2022 – 23 using data prior to the COVID-19 pandemic. For details, see the COVID-19 Impact Policy here: <https://bit.ly/3fy5zDo>.

2019 – 20, 2020 – 21, and 2021 – 22 per footnote 46. This section ends with a review of supplemental academic data, separate and apart from the school’s charter goals.

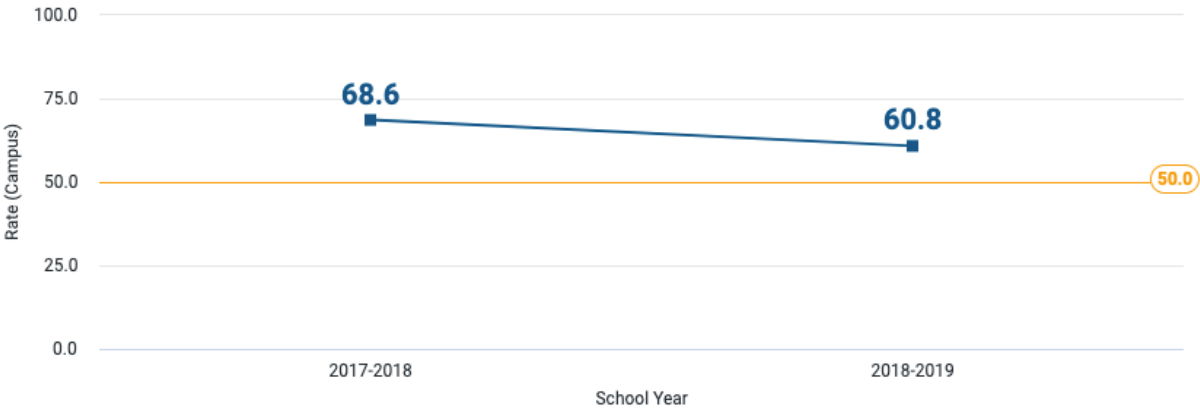
PMF Overview

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; DC PCSB evaluates LAMB PCS under the Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF). DC PCSB divides the PMF into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PMF framework identifies PK – 8 PMF schools as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of LAMB PCS’s performance in the PMF categories, including charts detailing the school’s performance compared to the sector.⁴⁷

Student Progress

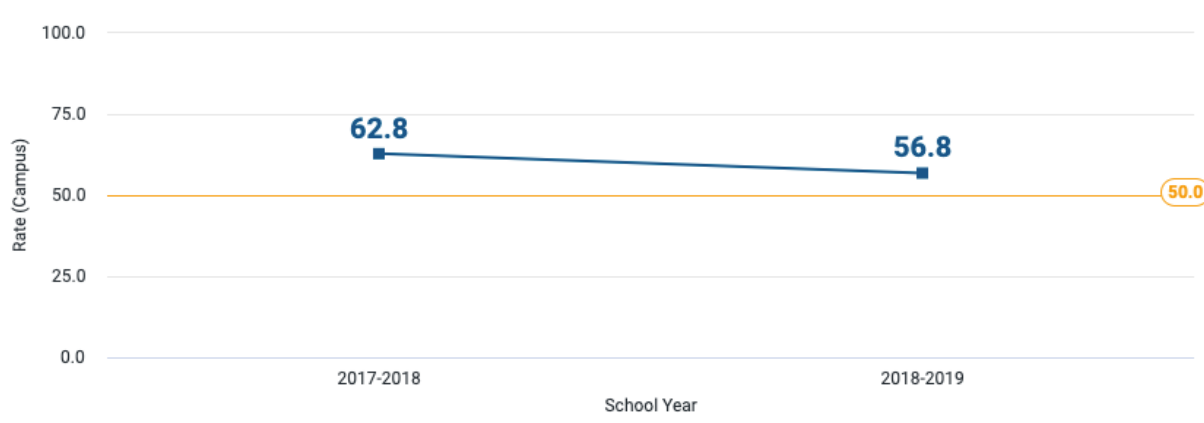
Student progress is a measure of student growth over the course of a school year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC’s state assessment, as the growth measure. An MGP of 50 indicates that a school’s students have average year-to-year growth compared to other DC students in the same grades and with the same initial state assessment performance. The charts below detail the school’s MGP performance compared to the standard of 50.

ELA MGP



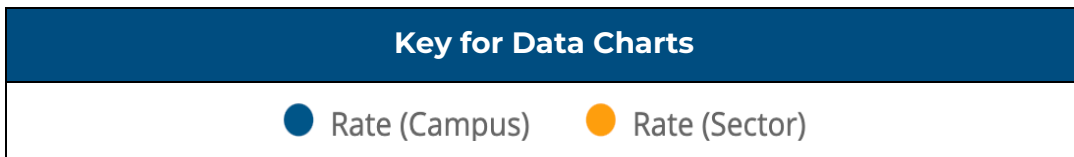
⁴⁷ The phrase “compared to the sector” here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

Math MGP

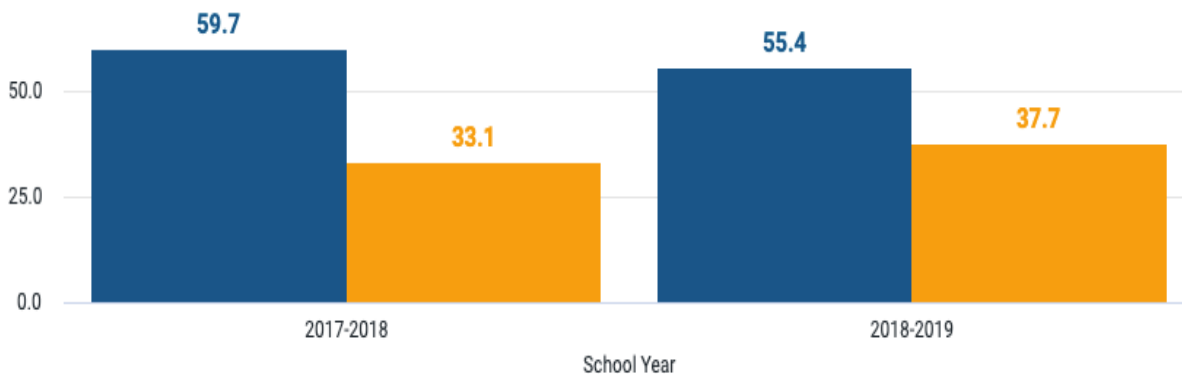


Student Achievement

The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.⁴⁸ This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band. The charts below detail the school's ELA and math achievement performance compared to the sector.

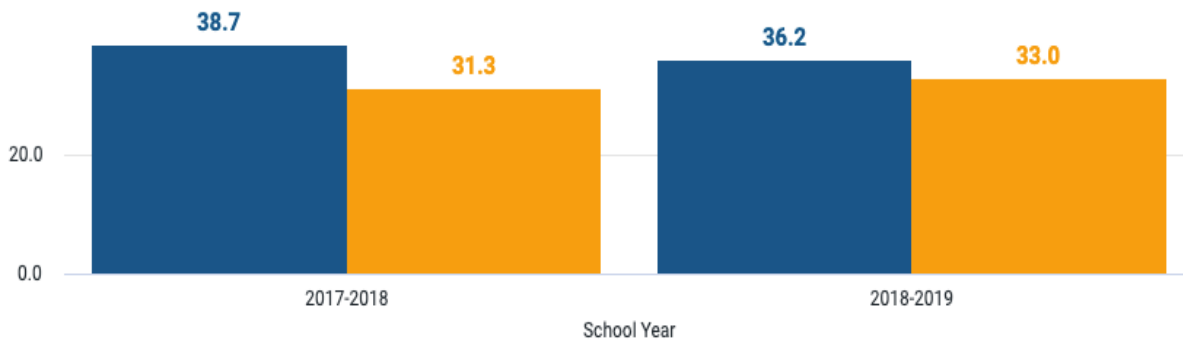


ELA Proficiency (Overall)



⁴⁸ The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

Math Proficiency (Overall)

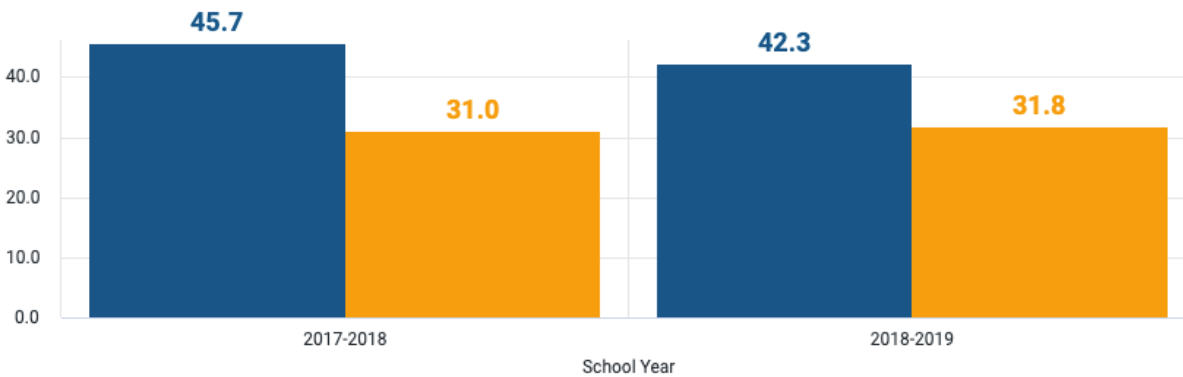


Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. The PK – 8 PMF gateway measure that applies to LAMB PCS is described below.

3rd Grade ELA

This measure reports the percentage of 3rd graders who have attended the LEA for at least two full academic years, who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA. The chart below reports the school's 3rd grade ELA performance compared to the sector.

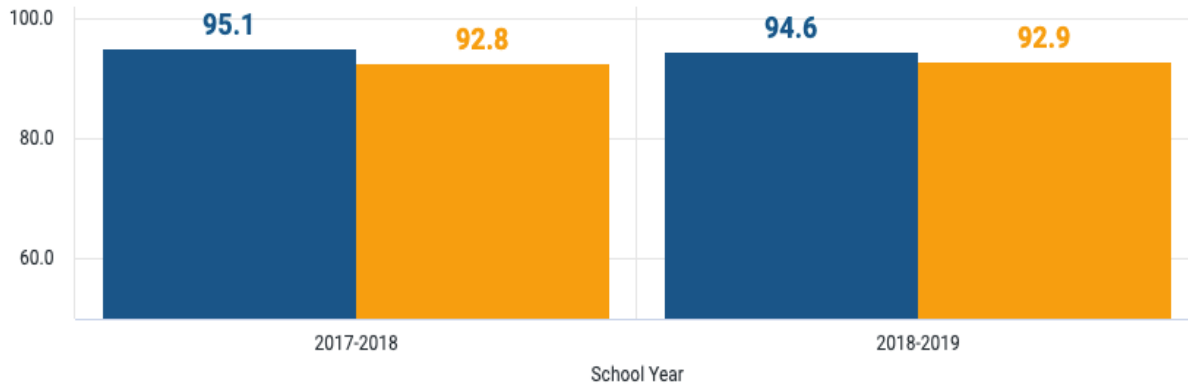


School Environment

The school environment category includes in-seat attendance rates and re-enrollment rates, as well as Classroom Assessment Scoring System (CLASS) scores for schools that serve PK students. The charts below detail the school's performance on each of these measures. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 data, it did not calculate or publicly report any PMF measures, including ISA, re-enrollment, and CLASS.

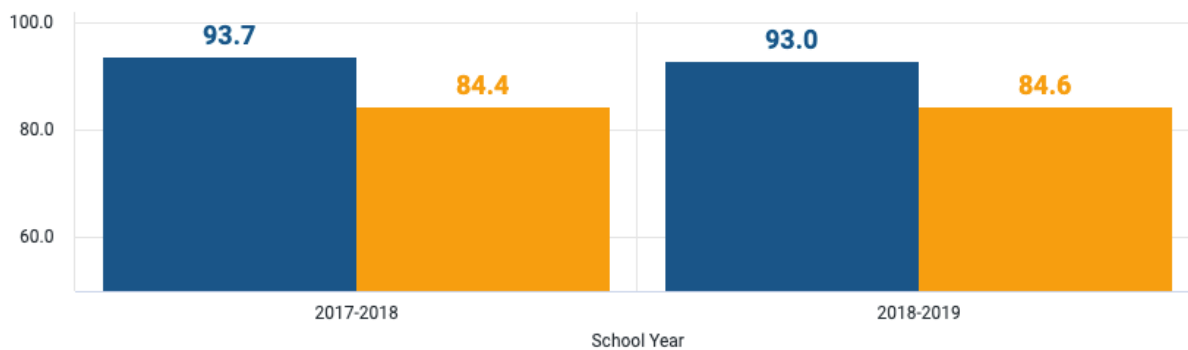
ISA

The ISA rate measures the percentage of students who were present each day. The charts below detail the school's ISA performance compared to the sector.



Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.⁴⁹ The chart below reports the school's re-enrollment rates compared to the sector.

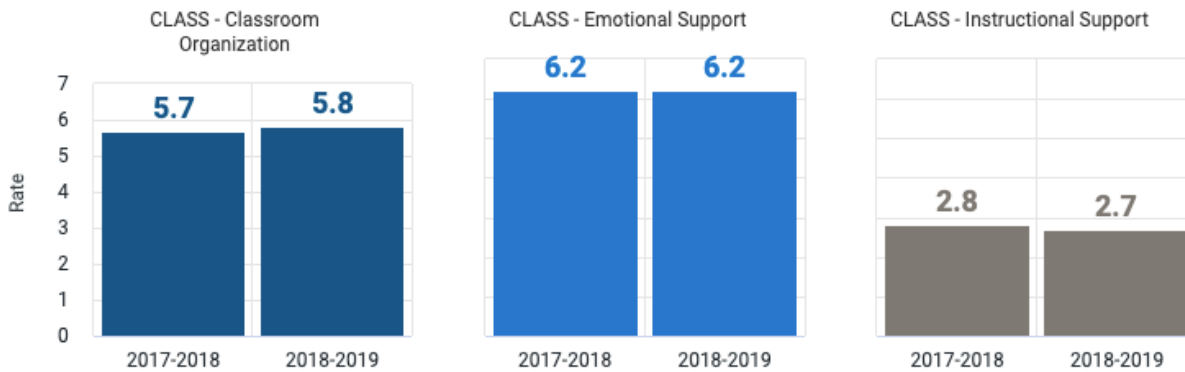


CLASS

DC PCSB uses CLASS to evaluate PK classrooms.⁵⁰ The charts below display the school's performance in CLASS each year. Per the publisher's guidance, a high CLASS score is 6.0 or above.

⁴⁹ For eligibility criteria, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/3aRYFW2>.

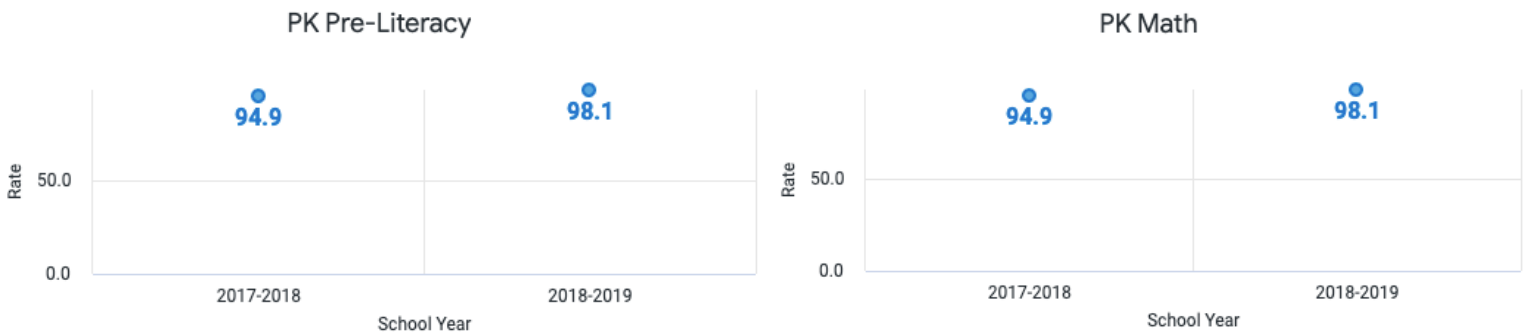
⁵⁰ For reference, the CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.



Early Childhood Assessments

Each public charter school that serves early childhood grades selects its own DC PCSB-approved assessments to use with PK – 2 students. These measures do not factor into the school’s PMF score. LAMB PCS uses Bracken Basic Concept Scale for its PK pre-literacy and math assessments.⁵¹ For K – 2 literacy, LAMB PCS uses Indicadores Dinámicos del Éxito en la Lectura (IDEL) translated to Dynamic Indicators of Reading Success.⁵² It uses EasyCBM for K – 2 math.⁵³ The charts below report the school’s early childhood outcomes.

PK Pre-Literacy and Math

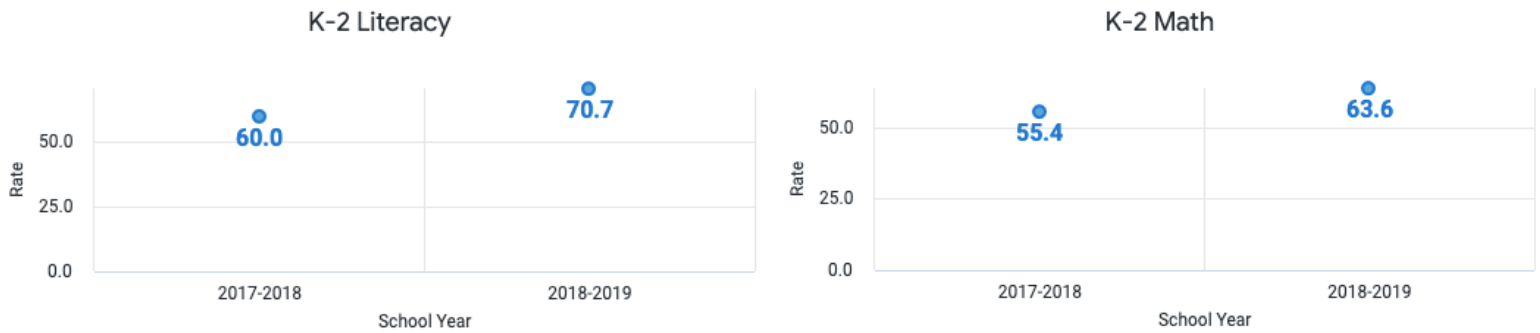


⁵¹ For more information on the Bracken Basic Concept Scale please see: <https://bit.ly/3Vxk2T7>.

⁵² For more information on the IDEL assessment, see the assessment website here: <http://bit.ly/3GlaeXu>.

⁵³ For more information on the EasyCBM assessment, see the assessment website here: <http://bit.ly/3ghSEce>.

K – 2 Literacy and Math



Additional Academic Data

Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school serves different student populations. The charts below show the LEA's academic data by campus in both growth and achievement compared to the sector average for that student group. The following charts do not display student group categories that were not part of the LEA's overall student population or that had less than 10 test takers in both SY 2017 – 18 and SY 2018 – 19.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band
Red or <5.0%	Less than the charter sector average for the same grade band or the data is suppressed in cases of sensitive and negative rates less than 5.0%
Blue	Equal to the charter sector average for the same grade band
Grey	n < 10; The number of test takers (n-size) is less than 10

ELA MGP Growth Rates by Student Group

School Year	2017 – 18		2018 – 19	
	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	n < 10	44.5%	52.5%	47.4%
English Learner	66.3%	52.1%	61.9%	51.0%
Student with Disabilities	43.0%	39.6%	64.5%	43.5%
Black or African American	58.0%	44.5%	65.1%	48.9%
Hispanic/Latino	69.6%	51.6%	60.8%	53.5%
White	61.0%	54.5%	60.7%	59.3%
Female	71.0%	50.1%	62.7%	54.0%
Male	63.2%	42.5%	55.7%	47.0%

Math MGP Growth Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	n < 10	46.0%	46.5%	46.0%
English Learner	59.2%	47.9%	57.5%	49.1%
Student with Disabilities	66.0%	43.0%	73.9%	44.5%
Black or African American	37.0%	47.0%	51.5%	47.5%
Hispanic/Latino	66.0%	50.4%	59.0%	50.5%
White	45.0%	60.0%	46.8%	60.5%
Female	62.2%	50.0%	54.2%	51.5%
Male	62.7%	47.0%	56.3%	47.0%

English PARCC (4+) Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	25.0%	21.8%	17.6%	25.0%
English Learner	41.3%	16.4%	30.2%	12.0%
Student with Disabilities	45.5%	5.8%	28.6%	9.0%
Black or African American	35.0%	28.3%	45.8%	32.6%
Hispanic/Latino	60.8%	33.3%	47.8%	35.6%
White	84.2%	77.9%	82.2%	79.3%
Female	68.3%	39.2%	57.5%	44.9%
Male	50.8%	26.7%	52.6%	30.3%

Math PARCC (4+) Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk ¹⁰	12.5%	21.3%	<5.0%	22.6%
English Learner	19.6%	15.8%	18.6%	14.0%
Student with Disabilities	18.2%	7.2%	17.9%	8.9%
Black or African American	10.0%	27.4%	20.8%	28.7%
Hispanic/Latino	39.2%	25.5%	31.3%	27.4%
White	57.9%	75.6%	55.2%	74.5%
Female	43.3%	32.9%	41.1%	35.3%
Male	33.9%	29.6%	29.8%	30.7%

¹⁰ In cases of sensitive, negative data at rates greater than 95.0% or less than 5.0%, the data is suppressed.

ACCESS for English Language Learners 2.0 (ACCESS) Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC’s annual English language proficiency assessment for grades K through 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a 5.0 or higher, indicating proficiency. In its STAR Framework, the Office of the State Superintendent of Education (OSSE) calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS test. OSSE reports ACCESS growth for schools with 10 or more eligible test takers.

The following chart shows the percentage of English learners at LAMB PCS who demonstrated language proficiency growth relative to the state average.

ACCESS Growth									
2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
School	State	School	State	School	State	School	State	School	State
47.8%	50.9%	34.7%	37.1%	NA ⁵⁴					

Transitional Goals Data

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.⁵⁵ For schools serving early childhood and elementary students, transitional goals data included results from a school-selected, nationally normed growth assessment. LAMB PCS elected to administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as its growth assessment.⁵⁶ Transitional goals data also include standard data collection, to the extent available, of PARCC (4+), achievement on early childhood assessments,⁵⁷ ISA, and re-enrollment, and CLASS. The charts below show the school’s overall and student group performance on each transitional goals measure, excluding its performance on early childhood assessments.⁵⁸

⁵⁴ For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available. While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

⁵⁵ See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁵⁶ For more information on the NWEA MAP Assessment please see: <https://bit.ly/3Fk5lx2>.

⁵⁷ In this context, “early childhood” refers to PK3 and PK4.

⁵⁸ LAMB PCS did not submit SY 2021 – 22 early childhood assessment outcomes to DC PCSB.

3 – 5 ELA and Math NWEA MAP Growth by Student Group

Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) ⁵⁹		
	n-size	ELA	Math
All Students	136	48.5	56.0
At-Risk	10	46.0	15.5
English Learner	30	36.0	41.5
SWDs	40	45.0	49.0
Black or African American	24	41.5	46.5
Hispanic/Latino	46	55.5	44.5
White	48	58.0	64.0
Other Races	18	41.0	62.5
Female	64	48.0	47.5
Male	72	50.5	62.5

ELA and Math PARCC (4+) Proficiency Rates by Student Group

Student Group	2021 – 22 Proficiency Rates	
	ELA	Math
All Students	46.3%	43.4%
At-Risk	10.0%	10.0%
English Learner	36.7%	23.3%
SWDs	30.0%	20.0%
Black or African American	29.2%	41.7%
Hispanic/Latino	47.8%	30.4%
White	52.1%	56.3%
Other Races	50.0%	44.4%
Female	57.8%	43.8%
Male	36.1%	43.1%

ISA

2021 – 22 ISA Rate
92.5%

Re-enrollment

2021 – 22 Re-enrollment Rate
93.0%

⁵⁹ CGP typically assesses the relative year-to-year progress made by individual students at a school. Each student's CGP is set by the publisher's norms, based on the student's initial assessment score and grade-level. A median CGP of 50 indicates that a school's students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Due to the COVID-19 pandemic, DC PCSB calculated CGP for SY 2021 – 22 using students' fall-to-spring scores.

CLASS⁶⁰

2021 – 22 CLASS Scores		
Classroom Organization	Emotional Support	Instructional Support
5.8	6.0	2.1

⁶⁰ As previously noted, CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a 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."⁶¹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, LAMB PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁶²

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

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

During fiscal year (FY) 2017, LAMB PCS submitted one procurement contract package. In FY 2018, the school did not report any procurement contract packages, which is unusual for an LEA of its size.

In early 2018, DC PCSB developed more robust and comprehensive oversight processes around procurement contracts. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,⁶³ which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with procurement contract reporting requirements.

⁶¹ D.C. Code § 38-1802.12(a)(3).

⁶² Every winter, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See LAMB PCS's Compliance Review Reports, Appendices II – 15.

⁶³ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

During the FY 2019 procurement contract reconciliation process, DC PCSB found LAMB PCS did not report 19 procurement contract packages. After communicating with the school, LAMB PCS properly submitted all relevant documentation. In FY 2020, the school properly reported five contracts. However, during the annual procurement contract reconciliation process, DC PCSB found LAMB PCS did not report 14 contracts. After communicating with the school, LAMB PCS properly submitted all relevant documentation. During FY 2021, the school reported 10 procurement contract packages, but did not report eight contracts. After communicating with the school, LAMB PCS properly submitted all relevant documentation.

DC PCSB is concerned about LAMB PCS's compliance with timely reporting expectations. Over the last several years, the school has failed to report over half of its procurement contracts in a timely manner, though it ultimately submitted all missing documentation when prompted after DC PCSB's annual reconciliation process.

Currently, DC PCSB is unaware of any outstanding procurement contract submissions from the school. DC PCSB will continue to closely monitor the school's compliance to ensure LAMB PCS reports all procurement contracts. Moreover, DC PCSB recommended the school strengthen its internal bidding and reporting processes to ensure late submission trends do not continue.

Special Education Compliance⁶⁴

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁶⁵ and Section 504 of the Rehabilitation Act of 1973.⁶⁶ As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in seven areas captured in the table below.⁶⁷

Of the seven monitored areas,⁶⁸ LAMB PCS was required to take corrective action in two areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had among the highest instances of identified noncompliance in one area: Initial Evaluation. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

⁶⁴ See OSSE's Glossary of Special Education Compliance Terms, Appendix J.

⁶⁵ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

⁶⁶ 29 U.S.C. § 794.

⁶⁷ For a description of each review area, see the Special Education Factsheet, Appendix K.

⁶⁸ Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.

OSSE Special Education Compliance Review Areas	LAMB PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	No	Complete
2. On-Site Monitoring	No	Complete
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B Transition	No	Complete
4. Child Find Monitoring	No	NA
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA
7. Hearing Officer Determination and State Complaint Implementation Review	No	Complete

1. Annual Determinations

Each year, OSSE analyzes each LEA’s compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, OSSE required LAMB PCS to take corrective action because it received a “Needs Assistance” designation on two consecutive Annual Determinations in 2017 and 2018. OSSE recommended the school seek training and technical assistance to improve overall performance. OSSE confirms that the school completed a corrective action plan resolving 2017 and 2018 findings. LAMB PCS received a “Meets Requirements” designation in its 2019 and 2020 determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	79.6%	Needs Assistance
2018	79.3%	Needs Assistance
2019	89.4%	Meets Requirements
2020	80.9%	Meets Requirements

2. On-Site Monitoring Report

OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and

related service requirements). LAMB PCS has not been flagged for on-site monitoring in the last four years; however, they were found non-compliant when OSSE conducted on-site monitoring of the LEA in SY 2017 – 18. Per OSSE’s 2019 On-Site Monitoring Report, LAMB PCS was not compliant in seven student-level indicators. For overall comparison, 67% of the nine schools that received an on-site monitoring report were found non-compliant in SY 2017 – 2018. OSSE confirmed that the school addressed all areas of noncompliance.

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
Initial Evaluation and Reevaluation	4 of 5 indicators compliant	Parents provided Procedural Safeguards	Yes
Individualized Education Program (IEP)	13 of 19 indicators compliant	<ul style="list-style-type: none"> • Regular Education Teacher attended IEP meeting • Special Education Teacher attended IEP meeting • LEA Designee attended IEP meeting • Evaluator Interpreter attended IEP meeting • ESY Determined on Individual Basis • Implementation of Related Services 	Yes
Least Restrictive Environment (LRE)	4 of 4 indicators compliant	0	NA

3. IDEA Procedural Timeliness

OSSE monitors schools in three areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation, Reevaluation, and Part C to B Transition Timeliness.

*Initial Evaluation*⁶⁹

An initial evaluation is a process used to assess a student to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access general education. OSSE identified LAMB PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

- July 1, 2018 – December 30, 2018

⁶⁹ See LAMB PCS’s Initial Evaluation Reports, Appendices L1 – L7.

- January 1, 2019 – June 30, 2019
- July 1, 2019 – September 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – Jun 30, 2020
- July 1, 2020 – June 30, 2021

For comparison, across the last five years, LAMB PCS performed better than only 3.2% of charter LEAs, receiving a finding in seven reporting periods out of the 10 applicable reporting periods.⁷⁰ OSSE confirms the school has addressed findings from SY 2017 – 18 through SY 2021 – 22.

Reevaluation⁷¹

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified LAMB PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- April 1, 2018 – June 30, 2018
- July 1, 2018 – September 30, 2018
- October 1, 2018 – March 31, 2019
- April 1, 2019 – June 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – June 30, 2020
- October 1, 2020 – March 31, 2021

For comparison, across the last five years, LAMB PCS performed better than only 13.6% of charter LEAs, receiving a finding in eight reporting periods out of the 13 applicable periods.⁷² OSSE confirms the school has addressed SY 2017 – 18 through SY 2020 – 21 findings.

Part C to B Transition Timeliness

Part C to B Transition refers to transitioning children who receive early intervention services in IDEA Part C (birth through age two) to IDEA Part B special education services (age three to 21) by the child’s third birthday. OSSE has not flagged LAMB PCS for Part C to B Transition timeliness noncompliance during the review period.

⁷⁰ Out of the 10 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

⁷¹ See LAMB PCS’s Reevaluation Reports, Appendices M1 – M8.

⁷² Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

4. Child Find Monitoring Report

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. OSSE reviewed and flagged LAMB PCS for Child Find noncompliance in SY 2018 – 19 through SY 2020 – 21, as shown in the table below.

Year	Special Education Population Monitored	Percentage of Students Identified	Corrective Action Required	Corrected?
2019	3- to 5-year-old	5.7%	No action required	NA
2020	3- to 5-year-old	5.9%	<ul style="list-style-type: none"> • Submit policy • Participate in a webinar • Receive technical targeted assistance (TTA) 	Yes
2021	3- to 5-year-old	3.8%	Participate in TTA	In Progress

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and the other focused on the 3- to 5-year-old special education population. OSSE identified LAMB PCS for having an identification rate lower than the 8.5% threshold; however, it did not require corrective action.

For comparison, in SY 2018 – 19 and SY 2019 – 20, OSSE flagged all charter LEAs with a 3- to 5-year-old population for an identification rate lower than the 8.5% threshold.⁷³ During SY 2020 – 21, LAMB PCS was one of 16 LEAs serving 3- to 5-year-old students assigned OSSE-facilitated TTA. Over 60.0% of LEAs monitored in SY 2020 – 21 received the same corrective action. While OSSE did not flag LAMB PCS for its overall identification rate in SY 2018 – 19, SY 2019 – 20, or SY 2020 – 21, the school persists in a comparatively low identification rate for 3- to 5-year-old SWD. OSSE confirms the school completed the required corrective action steps for SY 2019 – 20. OSSE also confirms LAMB PCS is currently participating in TTA as required for SY 2020 – 21.

⁷³ As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of 3- to 5-year-old children who reside in or are wards of the District are “enrolled” in special education and related services (Part B services). For details, see: <https://bit.ly/2EnRn0o>.

5. Disproportionate Representation Review and Significant Discrepancy Review

Disproportionate Representation

OSSE annually reviews whether LEAs have overidentification or disproportionate representation by race and ethnicity of their identified students with disabilities. OSSE determined LAMB PCS does not have disproportionate representation during the review period.

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined LAMB PCS does not have significant discrepancy during the review period.

6. Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. OSSE determined LAMB PCS does not have significant disproportionality during the review period.

7. Hearing Officer Determination (HOD) Implementation Review

Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against LAMB PCS during the review period.

8. State Complaints⁷⁴

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the IDEA or the District's laws and regulations regarding special education. Such laws include the identification, evaluation, educational placement of the child or the provision of a Free and Appropriate Public Education (FAPE) to such child. The chart below shows the state complaint brought against the school during

⁷⁴ An HOD may be "implemented timely," "implemented untimely," "not implemented and untimely," or "not implemented and timely."

the review period.

School Year	State Complaint Implementation and Timeliness Status
SY 2019 – 20 (December)	Implemented Timely

For comparison, 34 charter LEAs have received at least one state complaint over the past five years.

In a December 2019 letter, OSSE determined the school was noncompliant with four of five claims within the complaint. OSSE concluded LAMB PCS failed to:

- Complete the student’s initial evaluation within 60 days of receiving parental consent to evaluate.
- Assess the student in all areas related to the suspected disability.
- Provide all speech therapy services required by the student’s IEP.
- Maintain service logs in the official database of record.

Consequently, OSSE required LAMB PCS to:

- Meet with the parents to determine appropriate compensatory education for its failure to timely complete the student’s initial evaluation.
- Submit documentation of the completion of this item within 45 days of the date of the letter of decision.
- Train appropriate school staff members on its obligations to timely complete initial evaluations. The LEA also had to provide documentation of the completion within 60 days of the letter of decision.
- Provide three hours of make-up speech therapy services to the student and show documentation to OSSE of its completion within 45 days of the letter of decision.
- Train relevant staff members on the LEA’s obligation to maintain valid and reliable data with respect to related services logs and to ensure that those logs are input into the official database of record. OSSE required the school to provide documentation of the completion within 60 days of the letter of decision.

OSSE confirmed the school completed all required corrective action.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁷⁵

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁷⁶

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2017 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of LAMB PCS for FY 2017 through FY 2021.⁷⁷

Summary of Findings⁷⁸

The school has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- The school's key performance indicators at fiscal year-end (FYE) 2021 were mixed. The \$0.9M operating loss in FY 2021 mainly reflects the impact of operating two facilities in FY 2021, and fully depreciating the facility sold in the same year. Due to this sale, net assets increased \$0.4M from FYE 2020 to FYE 2021 due to the \$1.2M gain from the sale of the building, recognized as nonoperating income in the audited financial statements. The operating loss (\$0.8M) also negatively impacted the -9% FY 2021 cash flow from operations margin, well below the -2% floor.
- Despite this -9% cash flow from operations margin, the school's financial situation reflects adequate liquidity and sustainability, with a 4.1 current ratio, 136 days of cash on hand, and 0.5 primary reserve ratio at FYE 2021.
- In 2020, the school acquired and renovated a new property located at 5000 14th Street NW to consolidate its other sites. Under the terms of a Board of Zoning order, the school must satisfy certain requirements over a three-year period ending in FY 2023 before it can fully consolidate. As such, the school will be operating under

⁷⁵ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁷⁶ See D.C. Code § 38-1802.13(b).

⁷⁷ See LAMB PCS's FAR Reports, Appendices N1 – N5.

⁷⁸ See Financial Definitions and Examples, Appendix O.

intended enrollment capacity at the new facility through FYE 2023 while carrying costs of a second facility. As a result, occupancy expenses will be unusually high through FY 2023, likely resulting in operating losses. Since FY 2017, the school has spent more than the sector median on occupancy expenses as a percentage of total operating expenses, due to the expansion into multiple leased and owned buildings to accommodate growing enrollment. The school’s leadership expects to fully satisfy its zoning requirements by FYE 2023, at which point the new facility will be able to serve the school’s full enrollment up to its 600-student ceiling.

- The 0.9 debt ratio outside the target range of 0.5 is not currently a cause for concern, as the school has sufficient liquidity to meet its upcoming payments. After the facility consolidation, the school will be in a better position to reduce its dependence on outside funding sources to finance its operations.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix O.

Key Metrics and Comparisons

Enrollment and Operations

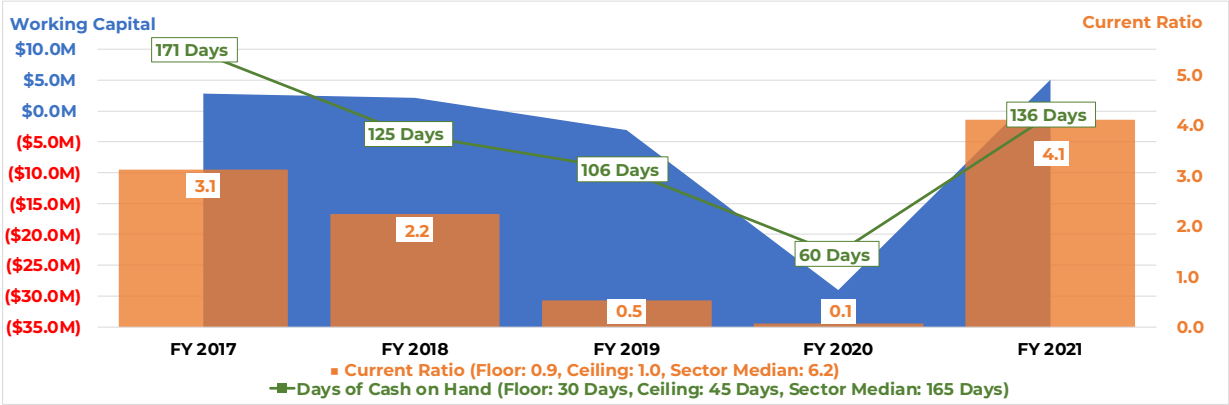
As shown in the school’s Enrollment, Operations, and Working Capital chart in the FY 2021 FAR,⁷⁹ in the five-year period from FY 2017 through FY 2021, the school increased net assets by \$0.4M in FY 2017, FY 2020, and FY 2021, and decreased net assets by \$0.1M in both FY 2018 and FY 2019. The school’s FY 2022 financial statements show a \$0.5M decrease in net assets to \$0.1M (35%) below budget.

Since FY 2017, the school has increased its enrollment each year, except for a marginal decrease from FY 2019 through FY 2020. The modest losses in FY 2018 and FY 2019 were not a cause for concern, given the adequate liquidity measures and the above-target 0.2 primary reserve ratio, indicating sufficient sustainability. In FY 2022, the school decreased its net assets by \$0.5M mainly due to the relatively high \$3.4M occupancy expenses that represented 24% of total operating expenses in FY 2022. In FY 2017 through FY 2021, the

⁷⁹ See the school’s Enrollment, Operations, and Working Capital chart in the first page of the school’s FY 2021 FAR Report, Appendix N5.

school's occupancy expenses also averaged 24%, or 7% above the FY 2021 17% sector median. The change in net assets margin that remained above the -5% floor from FY 2017 through FY 2020 dipped to -8% in FY 2021, and slightly improved in FY 2022, increasing to -4%. The FY 2021 decrease was mainly due to a \$0.5M (5%) decrease in operating revenue, which was driven by decreases in private grants and other income, and a \$0.6M (5%) increase in operating expenses, mainly due to a \$0.5M (16%) increase in occupancy expenses. Despite the \$0.9M operating loss in FY 2021, the school increased its net assets by recording a \$1.2M nonoperating gain from the sale of its 1375 Missouri Avenue building. The school's budget continues to reflect operating losses through FY 2023, as the school plans to terminate its 3825 18th Street NE lease by FY 2024, consolidating its occupancy in the 14th Street NW facility it purchased in FY 2020 and hence strengthen its key financial metrics. With its strong enrollment trends, 108 days of cash on hand, \$2.8M of working capital, and 0.4 primary reserve ratio at FYE 2022, the school is expected to have sufficient resources to absorb its FY 2023 operating losses in advance of its facility consolidation.

Liquidity



Days of cash on hand at FYE 2017 through FYE 2021 consistently exceeded the 45-days target. The downward trend of days of cash on hand from 171 days at FYE 2017 to 60 days at FYE 2020 was driven by the \$3.1M (36%) increase in operating expenses over the 4-year period despite a \$0.2M (5%) increase in cash, cash equivalents, and restricted cash from FYE 2017 to FYE 2020. The significant operating expenses increase reflects the 11% enrollment increase from FY 2017 through FY 2020 and the \$1.3M (81%) increase in occupancy expenses over the same 4-year period. Days of cash on hand bounced back to 136 days at FYE 2021 when the school increased its cash, cash equivalents, and restricted cash from FYE 2020 by \$4.4M from the issuance of \$37.4M revenue bonds that refinanced all existing debt related to the acquisition and renovation of the 14th Street NW facility to fund a debt service reserve fund and remaining construction costs. The current ratio at FYE 2017 through FYE 2021 exceeded the 1.0 target, except for 0.5 and 0.1 at FYE 2019 and FYE 2020, respectively. These below-target measures were not a cause for concern because, when adjusted for the following year balloon payment refinanced in subsequent

year, the current ratio increased to 2.2 and 1.0 at FYE 2019 and FYE 2020, respectively. The school had a healthy current ratio of 2.8 at FYE 2022.

Facilities and Occupancy

The school's expenses for its facilities as a percentage of total DC facilities funding recognized from FY 2017 through FY 2021 increased from 124% in FY 2017 to 196% in FY 2021, above the FY 2021 117% sector median. The school operated one campus with two to three facilities, both purchased and leased, since FY 2017. The facility expansion to accommodate enrollment increases generated yearly increases in occupancy expenses that averaged 17%. These escalations were above the yearly enrollment increase rate that averaged 5% from FY 2017 through FY 2022. In FY 2022, the school sold its 1373 Missouri Avenue, NW facility, and thus budgeted a reduction in depreciation and interest expense for FY 2023. The FY 2023 175% budgeted occupancy expenses for as a percentage of budgeted DC facilities allowance reflect a decrease from 196% and 187% in FY 2021 and FY 2022, respectively. This percentage is expected to further decrease as the school consolidates its facilities in FY 2024, when the zoning order for the new facility is expected to be fully satisfied. The school's \$52 occupancy expenses per square foot is also above the \$30 sector median. This is not surprising, as Montessori programs tend to require more space per child than traditional schools. As the school consolidates its facilities in its 5000 14th Street NW facility, thus incurring less occupancy costs as a percentage of total operating expenses and DC facilities funding, more funds would be available to invest in educating students.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
Net Assets	\$5.9M	\$5.8M	\$5.7M	\$6.1M	\$6.5M	NA	\$6.0M	
Operating Expenses	\$8.6M	\$10.6M	\$10.9M	\$11.7M	\$12.2M	NA	\$10.6M	
Primary Reserve Ratio (Higher is better)	0.7	0.6	0.5	0.5	0.5	>= 0.2	0.6	
Debt Ratio (Lower is better)	0.5	0.5	0.5	0.8	0.9	<= 0.5	0.4	

The school shows financial sustainability through its consistently above-target primary reserve ratio ranging between 0.5 and 0.7 for the period FYE 2017 through FYE 2021. In the same five-year period, the debt ratio has not decreased to the 0.5 target but remains below the 0.9 target maximum. The FY 2021 increase in debt ratio is also due to the refinancing of all existing debt related to the construction and renovation of the new facility. The bonds

provide for a 30-year term, with a final maturity on June 1, 2050. Coupon rates vary with maturity, between 4% and 5%. Annual maturities of the bonds payable start in FY 2024. Currently, this not concerning, given the adequate liquidity measures at FYE 2021 and FYE 2022. As the FY 2022 debt ratio is marginally below the 0.9 floor, the school will need to focus on increasing its net assets after the consolidation of its facilities to rely less on borrowed funds to finance its operations.

Audit Findings

The school's independent auditor's reports for FY 2017 through FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. The auditor reported one instance of noncompliance material to the financial statements in FY 2018, repeated in FY 2019, related to its procurement process. The school has since updated its bidding procedures, and this finding was not repeated in following years.