



DC  
PUBLIC  
CHARTER  
SCHOOL  
BOARD

# Best Practices and Resources

March 14, 2016

Scott Pearson, Executive Director  
@sdpearson





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## **I. Executive Summary: Transforming Public Education in the Nation's Capital**

To view the full report visit: <http://www.dcpsb.org/casestudy>



## Transforming Public Education in The Nation's Capital



Michael & Susan Dell  
FOUNDATION



DC  
PUBLIC  
CHARTER  
SCHOOL  
BOARD



REIMAGINING SOCIAL CHANGE



## Executive Summary

***The District of Columbia Public Charter School Board (PCSB) is one of the nation's leading charter school authorizers. PCSB oversees 60 Washington, DC charter schools across 109 campuses.***

Under PCSB's watch, DC's charter sector and schools have greatly improved student performance, school quality, and city-wide access to high quality seats in recent years. PCSB's transformative approach to charter school authorization is a model for others to follow.

Charter school authorizers are entities with three main tasks. They 1) approve schools, 2) oversee schools while in operation, and 3) revoke school charters if they fail to meet their performance goals. Because charter schools are autonomous, authorizers, if using best practice, do not dictate how they operate. Instead, they hold schools responsible for meeting the goals articulated within their charter agreements.

The impact of an effective charter school authorizer on student performance is illustrated by the strength and success of PCSB. As the District of Columbia's sole authorizer, PCSB oversees all public charter schools in Washington, DC. Through a multi-faceted approach, PCSB ensures that schools perform satisfactorily (across a wide variety of academic measures), are financially sustainable, and operate as public schools that are free and open to all students. PCSB has developed a model of authorization and oversight that has improved the quality of Washington, DC's charter school sector and led to DC public charter school students making significant learning gains. The performance of DC's charter school sector has

improved over each of the past several years, and DC charter schools significantly outperform the city's traditional public schools while enrolling similar or higher percentages of educationally disadvantaged students.

According to one study, the average student enrolled in a Washington, DC charter school receives an educational benefit equivalent to 99 extra days of school per year compared to his or her peers attending the city's traditional public schools.<sup>1</sup>

PCSB's approach is derived from its mission, vision, and core values. It is dedicated to transforming public education in Washington, DC and to ensuring that every student is provided with a quality education. PCSB gives DC charter schools a high degree of autonomy in exchange for accountability for results, and encourages schools to exhibit fidelity by requiring schools to remain faithful to their status as public schools and responsibility to educate all students equitably.

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<sup>1</sup> Center for Research on Education Outcomes. (2013). *National Charter School Study 2013*. Stanford University: Stanford, CA.



PCSB has developed highly effective practices for regulating charter schools that span each stage of the “lifecycle” of a charter school. PCSB’s particularly innovative practices at different stages of the lifecycle of a charter school include:

**Application and Approval:** PCSB uses a **differentiated application** for operators of charter schools with a demonstrated track record of success, helping bring quality public charter schools to Washington, DC.

**Oversight and Evaluation:** PCSB uses a series of **multi-dimensional and complementary frameworks** that comprehensively and holistically measure and hold schools accountable for performance. These include the Performance Management Framework, or PMF, and the Financial and Audit Review.

**Response Based on School Performance:** PCSB closely monitors the performance of DC charter schools, and is committed to upholding its responsibility to close schools failing to meet their performance goals. Nearly one out of three charter schools ever opened in DC is now closed. PCSB encourages the use of **asset acquisitions** when closing schools, wherein the assets and students of underperforming schools are acquired by an organization or management

team with a demonstrated record of success in operating charter schools.

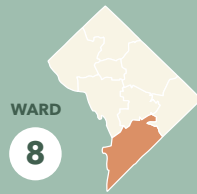
PCSB’s approach to charter school authorization and oversight has made Washington, DC home to one of the strongest charter school sectors in the nation. This case study:

- Illustrates PCSB’s approach to charter school authorization and oversight;
- Explains the philosophy behind PCSB’s approach;
- Highlights PCSB’s partners and community stakeholders; and
- Provides a model for authorizers to learn from (and entities interested in authorizing)

By adapting and implementing PCSB’s practices, other authorizers can strengthen their portfolios of charter schools and the charter sector as a whole. State governments looking to create an authorizing entity, or entities, can use this case study as a guide when crafting legislation and organizational policy.



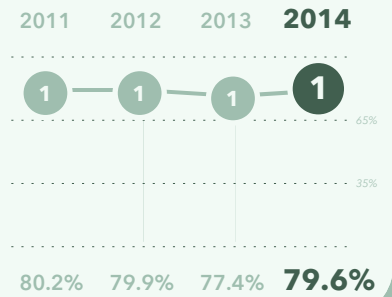
## **II. Sample Performance Management Framework Report (School Years 2013-2014 and 2014-2015)**



## Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Ave SE 202-563-6862  
Washington, DC 20020 [www.thurgoodmarshallacademy.org](http://www.thurgoodmarshallacademy.org)

### TIER SCORES



### School Profile (2014–15)

#### School Mission / Purpose

Our mission is to prepare students to succeed in college and to actively engage in our democratic society.

#### Unique School Characteristics

- DC's only law-themed high school
- 100% college acceptance for all 10 graduation classes
- Rigorous college preparatory curriculum
- Mentoring and tutoring programs included as wrap-around services
- Competitive athletic program in a state-of-the-art gymnasium

#### Board Chair

Kannon Shanmugam

#### Executive Director

Alexandra Pardo, Ed.D.

#### Academic Director

LaRita Williams

#### First School Year

2001-02

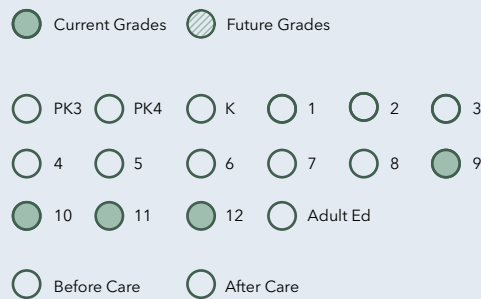
#### School Hours

MWRF: 8:00 a.m. – 3:30 p.m.

T: 8:00 a.m. – 4:00 p.m.

#### Grades Served

Takes applications through 11th.

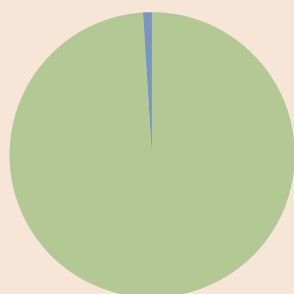


### Tier Explanation

- 1 High Performing**  
(65.0% - 100.0%)
- 2 Mid Performing**  
(35.0% - 64.9%)
- 3 Low Performing**  
(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

### Student Demographics (2013–14)



|                                    |       |
|------------------------------------|-------|
| Asian                              | 0.0%  |
| Black Non-Hispanic                 | 99.7% |
| Hispanic / Latino                  | 0.3%  |
| Native American / Alaska Native    | 0.0%  |
| Pacific Islander / Native Hawaiian | 0.0%  |
| White Non-Hispanic                 | 0.0%  |
| Multiracial                        | 0.0%  |

**Total Enrollment**  
399

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
70.4%

**Special Education**  
11.8%

### Transportation



**Metro / Bus Service \***  
Anacostia

\*Please check [www.wmata.com](http://www.wmata.com) for updates



# Thurgood Marshall Academy PCS

## 2014 School Performance Report

(2013–14)

### Grades Measured: 9–12



Points Earned  
out of  
Points Possible

Percent of  
Possible  
Points

#### Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time



7.5 out of 7.5

100.0%

Growth on DC CAS Mathematics over time



7.5 out of 7.5

100.0%

#### Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading  
Proficient and Above



6.3 out of 10

63.0%

Advanced only



0.8 out of 2.5

32.0%

High Grades DC CAS Mathematics  
Proficient and Above



8.0 out of 10.0

80.0%

Advanced only



0.4 out of 2.5

16.0%

#### Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate



3.5 out of 7.5

46.7%

PSAT Performance (11th)



7.3 out of 7.5

97.3%

SAT/ACT Performance (12th)



5.8 out of 7.5

77.3%

College Acceptance Rate



7.5 out of 7.5

100.0%

College Readiness: Advanced Placement /  
International Baccalaureate Achievement



5.0 out of 5.0

100.0%

#### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance



10.0 out of 10.0

100.0%

Re-enrollment



7.7 out of 10.0

77.0%

9th Grade Credits (on track to graduate)



2.3 out of 5.0

46.0%

**TOTAL SCORE**

**TIER 1**

79.6 out of 100

**79.6%**

# Thurgood Marshall Academy PCS

## 2014 School Performance Report

(2013-14)

### Future Metrics

School  
Performance

#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Five-Year Graduation Rate

92.3%

##### College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement

41.5%

##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

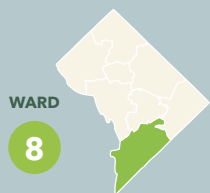
N/A

CTE Certification Exam Pass Rate

N/A

*For a more detailed explanation of the indicators, see our technical guide.*

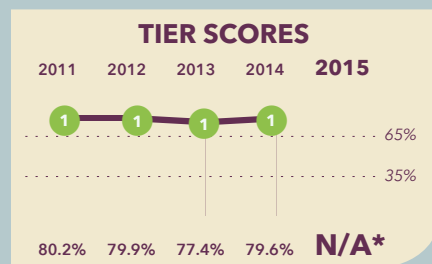




## Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Ave SE  
Washington, DC 20020

202-563-6862  
www.thurgoodmarshallacademy.org



### School Profile (2015-16)

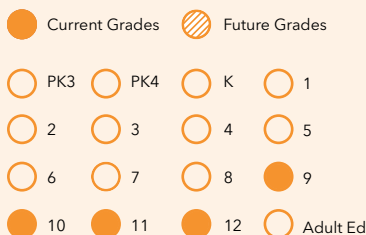
**Board Chair**

Kannon Shanmugam

**Executive Director**

Richard Pohlman

**Grades Served**



**First School Year**

2001-02

### High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

**Total Enrollment**  
395



|                                    |       |
|------------------------------------|-------|
| Asian                              | 0.0%  |
| Black Non-Hispanic                 | 99.5% |
| Hispanic / Latino                  | 0.5%  |
| Native American / Alaska Native    | 0.0%  |
| Pacific Islander / Native Hawaiian | 0.0%  |
| White Non-Hispanic                 | 0.0%  |
| Multiracial                        | 0.0%  |

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
72.9%

**Special Education**  
14.2%

**At-Risk Population**  
56.7%

### A Note from the School

The mission of Thurgood Marshall Academy PCS is to prepare students to succeed in college and to actively engage in our democratic society. The school's college prep curriculum provides students with Advanced Placement and dual enrollment/dual credit early college access. In addition to rigorous academics, the school boasts extensive after school opportunities in athletics, arts, and academics to support holistic development of students. Students are supported with wrap around services including homework help, tutoring, and a Summer Prep program. A robust college and alumni program has ensured that since its first graduating class, 100 percent of graduates have been accepted to college. Today, over 90 percent of graduates enroll in college, a testament to the school's mission.

# Thurgood Marshall Academy PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: 9–12



#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Thurgood Marshall Academy PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: 9–12



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance

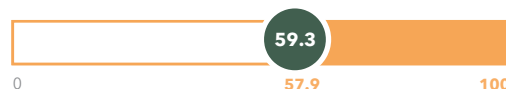


##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*



**III. Sample Equity Report  
(School Year 2014-2015, including DC CAS Proficiency and  
Growth Rates from School Year 2013-2014)**

# DC Prep PCS - Edgewood Middle

## 2014-15 Equity Report

**What is an Equity Report?** Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

### SCHOOL CHARACTERISTICS (SY 2015-16)

|         |  |
|---------|--|
| Grades  | 4 - 8  |
| Ward    | 5  |
| Address | 701 Edgewood Street NE<br>Washington, DC 20017 |
| Contact | 202-832-5700<br>dcprep.org/                    |
| Type    | Public Charter School                          |

### STUDENT CHARACTERISTICS

#### Total Enrollment (#)

294 Students

#### Enrollment by Subgroup (%)

|                             |     |
|-----------------------------|-----|
| Economically Disadvantaged  | 62  |
| Limited English Proficiency | < 1 |
| Special Education           | 16  |
| <i>by level</i>             |     |
| Level 1                     | 13  |
| Level 2                     | 17  |
| Level 3                     | 50  |
| Level 4                     | 21  |
| Male                        | 48  |
| Female                      | 52  |

#### Enrollment by Grade (#)

|           |    |
|-----------|----|
| Grade PK3 |    |
| Grade PK4 |    |
| Grade KG  |    |
| Grade 1   |    |
| Grade 2   |    |
| Grade 3   |    |
| Grade 4   | 75 |
| Grade 5   | 70 |

#### Enrollment by Race/Ethnicity (%)

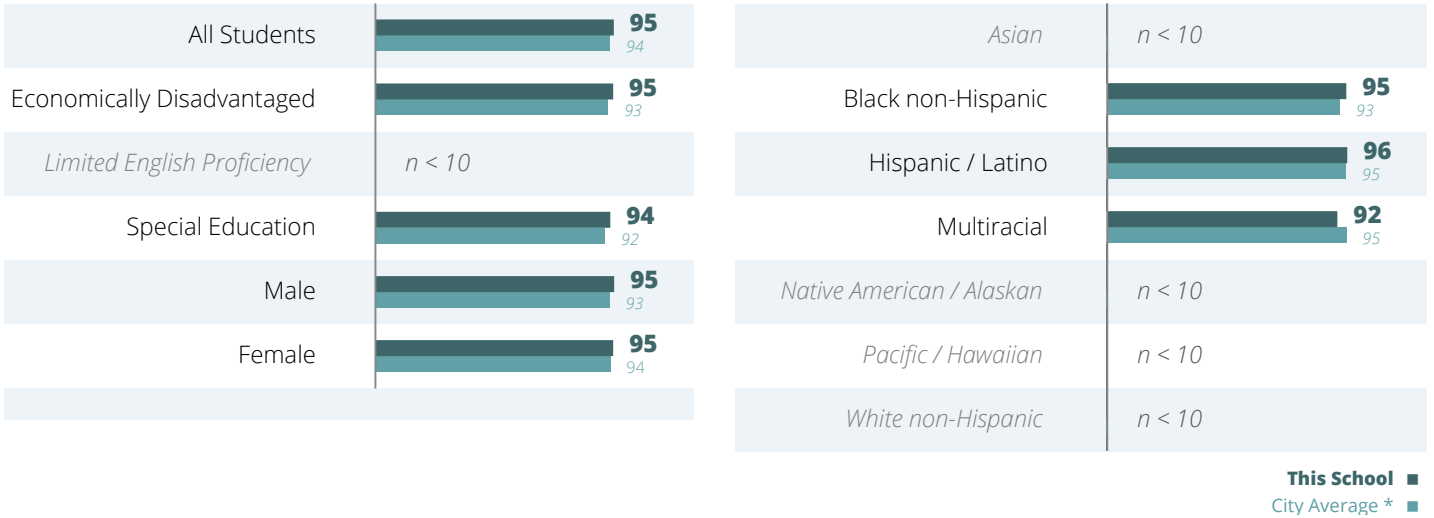
|   |     |
|---|-----|
| Asian   | < 1 |
| Black non-Hispanic                              | 88  |
| Hispanic / Latino                               | 4   |
| Multiracial                                     | 7   |
| Native American / Alaskan<br>Pacific / Hawaiian |     |
| White non-Hispanic                              |     |

|                |    |
|----------------|----|
| Grade 6        | 68 |
| Grade 7        | 49 |
| Grade 8        | 32 |
| Grade 9        |    |
| Grade 10       |    |
| Grade 11       |    |
| Grade 12       |    |
| Grade Adult    |    |
| Grade Ungraded |    |

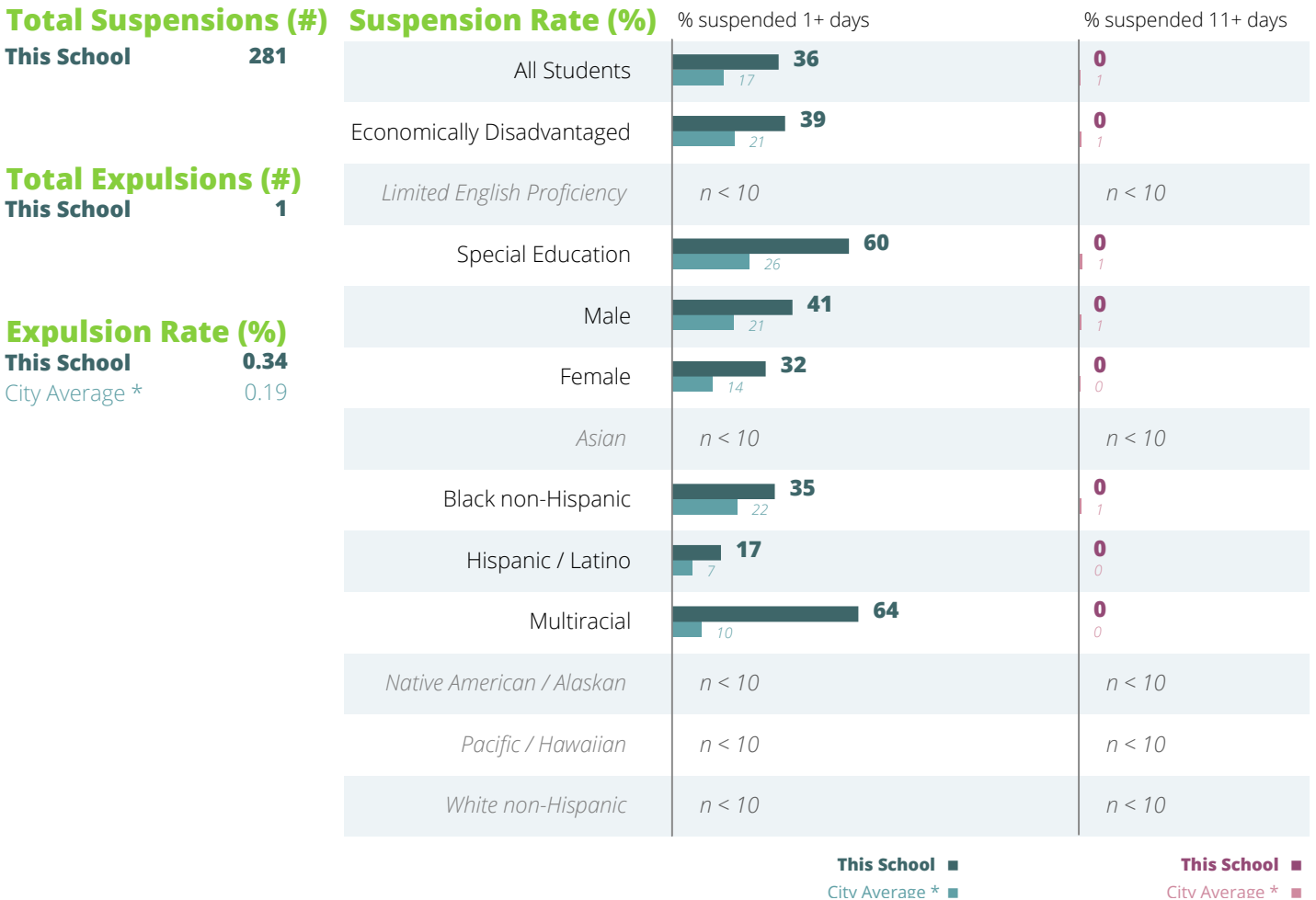


## ATTENDANCE

### In-Seat Attendance Rate (%)



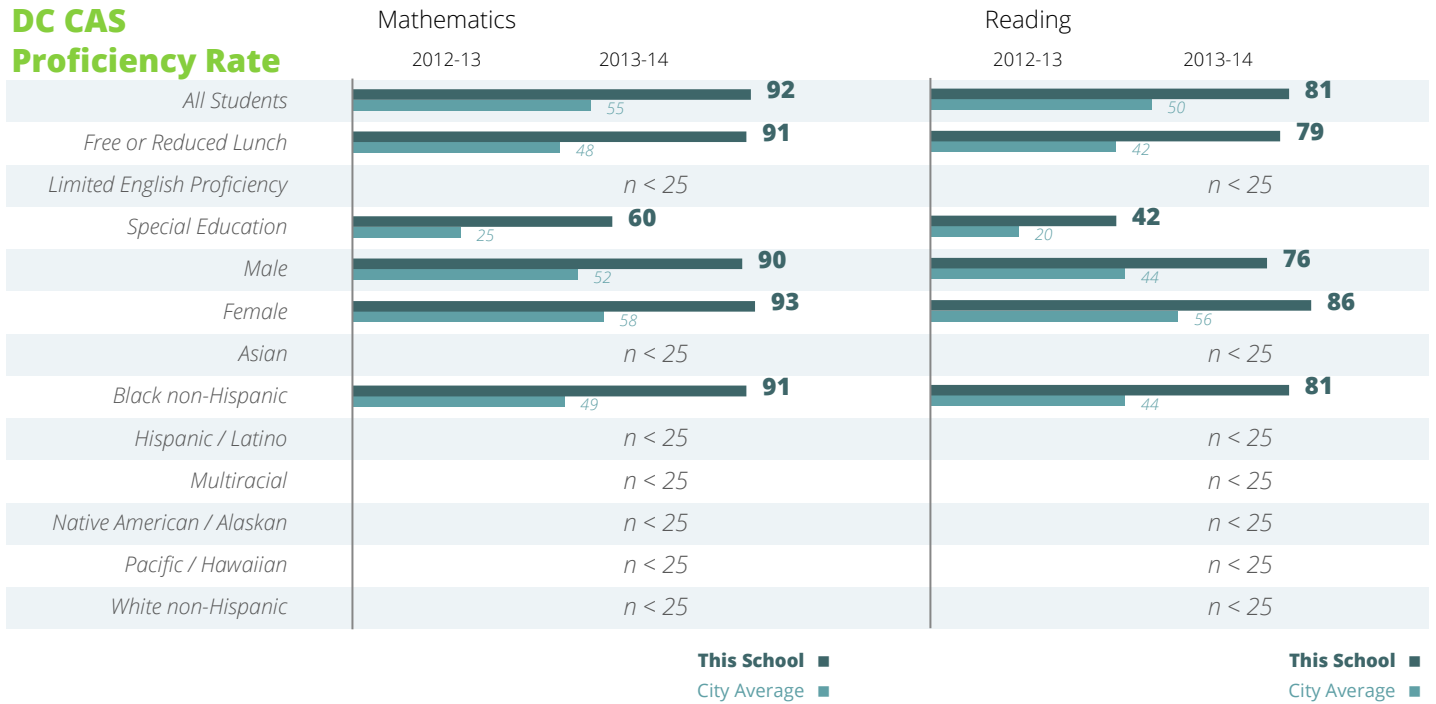
## DISCIPLINE





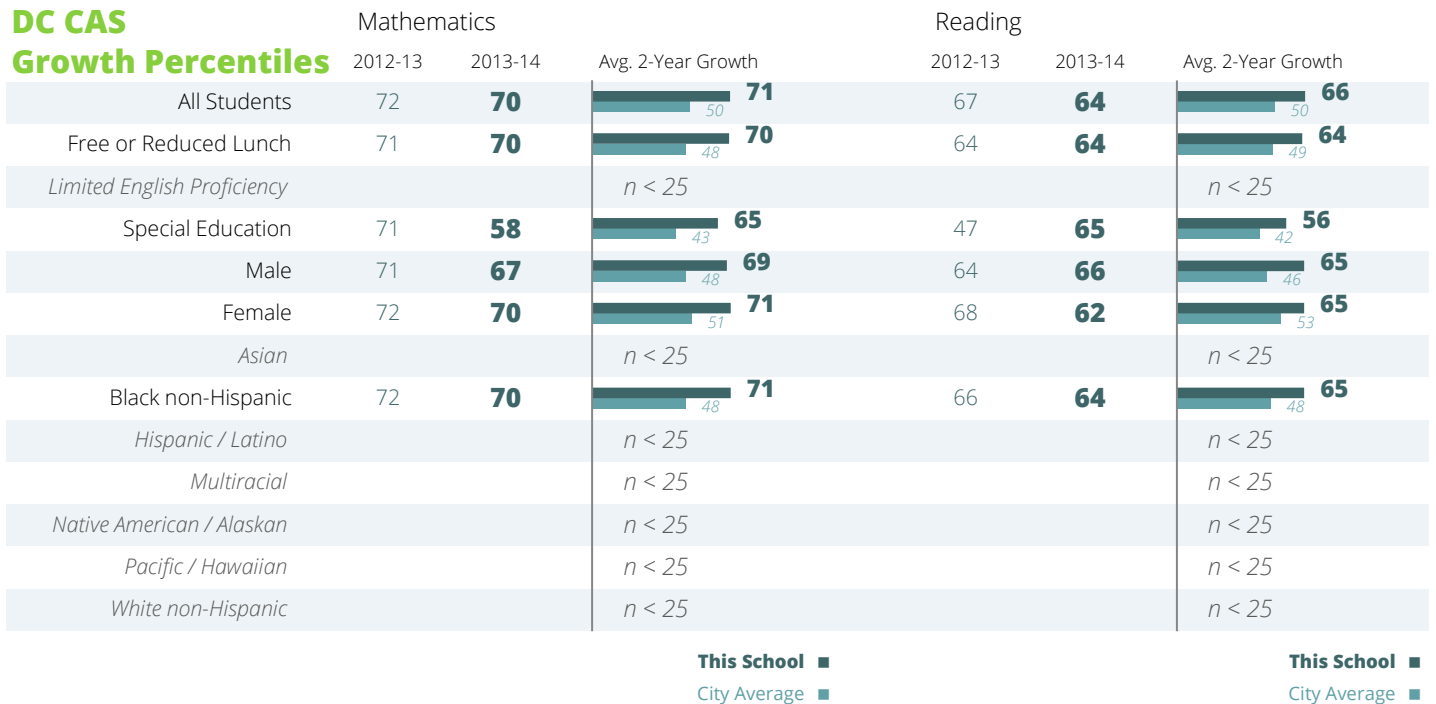
## STUDENT ACHIEVEMENT

### DC CAS Proficiency Rate



## STUDENT GROWTH

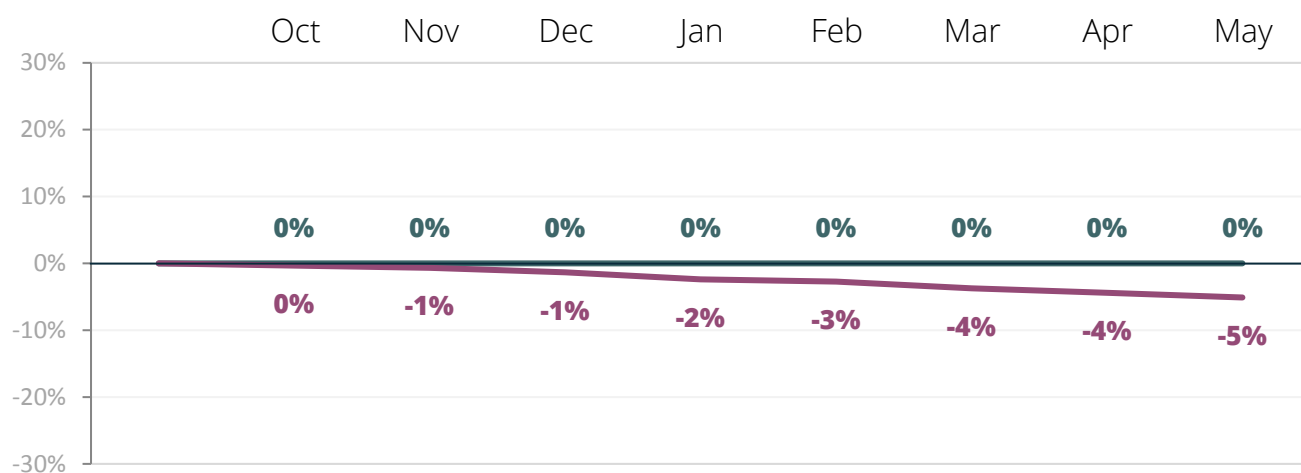
### DC CAS Growth Percentiles



## STUDENT MOVEMENT

### Mid-Year Entry and Withdrawals (%) This School

**Total Enrollment**  
294 Students



### Net Cumulative Change (%)

**This School** -5%  
City Average \* -1%

— % of Students Entering  
— % of Students Withdrawing

### Mid-Year Entry and Withdrawals (%) City Average \*

|                   | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| <b>Entry</b>      | 1%  | 1%  | 2%  | 3%  | 3%  | 4%  | 4%  | 5%  |
| <b>Withdrawal</b> | -1% | -2% | -2% | -3% | -4% | -4% | -5% | -6% |

\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.

## **STUDENT ACHIEVEMENT**

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in English Language Arts and Mathematics, in grades 3-8 and high school. These new PARCC assessments will help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC Comprehensive Assessment System (DC CAS). DC will release complete test results by December 2015 and readers are encouraged to find school-specific PARCC results at <http://www.learndc.org/schoolprofiles>.

## **APPENDIX**

### **Attendance**

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

### **Discipline**

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

### **Graduation Rate**

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.



## APPENDIX (CONT.)

### Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in ELA and mathematics, in grades 3-8 and high school. These new PARCC assessments will help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. DC will release complete test results by December 2015 and readers are encouraged to find school-specific PARCC results at <http://www.learnDC.org/schoolprofiles>.

### Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 6, 2014 audited enrollment data file.

For both DCPS and public charter schools, enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. For English Language Learners, only students between the ages of 3 and 21 are included in these metrics. Schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 100% economically disadvantaged. All other schools' economically disadvantaged rates are calculated using the audited file.

For both DCPS and public charter schools, Special Education enrollment is determined using the audited enrollment population and an end-of-year special education file. A student's special education level is determined by their highest level of need identified during the school year. The total number of Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the end of year enrollment file. The percentage of students in each Level of Special Education is determined using the audited and end of year file, as well. Only Special Education students between the ages of 3 and 21 are included in this metric.

### Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 6, 2014 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the annual enrollment audit.

#### **IV. Sample Financial Audit Review Report**

**DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW**  
**ACHIEVEMENT PREPARATORY ACADEMY PCS**  
**Annual Financial Report for the Year Ended June 30, 2014**

| FINANCIAL SNAPSHOT   |               |               | FINANCIAL DASHBOARD                 |           | FY2014        | FY2013        | 2014 DC-PCS<br>Median | Indicator of<br>Concern           |
|--|---------------|---------------|-------------------------------------|-----------|---------------|---------------|-----------------------|-----------------------------------|
| <b>PROFILE</b>   |               |               | <b>FINANCIAL PERFORMANCE</b>        |           |               |               |                       |                                   |
| <b>First Year of Operation:</b> 2008-09  | <b>FY2014</b> | <b>FY2013</b> | Operating Surplus (Deficit)         | 222,453   | 1,088,943     | 218,571       | < 0                   |                                   |
| DC Funding Allocation  | 8,998,143     | 4,619,201     | Enrollment Variance                 | 95.2%     | (new measure) | 3.4%          | < -5.0%               |                                   |
| Federal Awards   | 830,560       | 493,864       | Earnings before Depreciation (EBAD) | 475,293   | 1,159,334     | 531,451       | < 0                   |                                   |
| Unrestricted Cash, end of year   | 1,687,221     | 1,124,905     | Aggregated 3-Year Total Margin      | 7.4%      | 12.2%         | 3.3%          | < -1.5%               |                                   |
| <b>GAAP FINANCIALS</b>   |               |               | <b>LIQUIDITY</b>                    |           |               |               |                       |                                   |
| <b>Financial Position</b>  | <b>FY2014</b> | <b>FY2013</b> | Current Ratio                       | 3.4       | 11.9          | 2.1           | < 1.0                 |                                   |
| Total Assets   | 2,470,875     | 1,808,991     | Days of Cash on Hand                | 61        | 81            | 54            | < 30                  |                                   |
| Current Assets   | 1,915,094     | 1,400,539     | Cash Flow from Operations           | 962,485   | 916,750       | 617,141       | < 0                   |                                   |
| Total Liabilities  | 560,645       | 117,214       | Multi-Year Cumulative Cash Flow     | 1,203,856 | 787,228       | 216,141       | < 0                   |                                   |
| Current Liabilities  | 560,645       | 117,214       | <b>DEBT BURDEN</b>                  |           |               |               |                       |                                   |
| Net Asset Position   | 1,910,230     | 1,691,777     | Debt Ratio                          | 0.23      | 0.06          | 0.62          | > 0.92                |                                   |
| <b>Financial Activities</b>  |               |               | Modified Debt Service Ratio         | 11.6%     | (new measure) | 11.7%         | > 15.0%               |                                   |
| Support and Revenues   | 10,122,649    | 6,118,051     | <b>SUSTAINABILITY</b>               |           |               |               |                       |                                   |
| Expenses   | 9,900,196     | 5,029,108     | Net Asset Position                  | 1,910,230 | 1,691,777     | 1,870,615     | < 0                   |                                   |
| Nonoperating Revenue (Expense)   | 0             | 0             | Primary Reserve Ratio               | 0.19      | 0.34          | 0.29          | < 0.00                |                                   |
| Surplus (Deficit)  | 222,453       | 1,088,943     | <b>TRENDING MEASURES</b>            |           |               |               |                       |                                   |
| <b>NOTES TO FINANCIAL REPORT</b>   |               |               |                                     |           | <b>FY2014</b> | <b>FY2013</b> | <b>FY2012</b>         | <b>FY14<br/>DC-PCS<br/>Median</b> |
| Financial Dashboard: Definitions for these measures accompany the report. Measures outside the norm, defined by the Indicator of Concern, are highlighted.                                       |               |               | (For Information Only)              |           |               |               |                       |                                   |
| Trending Measures: Definitions for these measures accompany the report. Trending Measures provide historical context to current financial performance and are compiled for information purposes. |               |               | Audited Enrollment                  | 615       | 315           | 202           | 381                   |                                   |
| Summary of Audit Results: Definitions for these measures accompany the report. Results that vary from expected performance are highlighted.  |               |               | Total Revenues per Student          | 16,460    | 19,422        | 16,298        | 18,908                |                                   |
|  |               |               | DC Funding per Student              | 14,631    | 14,664        | 13,601        | 16,081                |                                   |
|  |               |               | Expenses per Student                | 16,098    | 15,965        | 15,615        | 18,616                |                                   |
|  |               |               | Program Expenses per Student        | 13,839    | 13,460        | 13,323        | 15,558                |                                   |
|  |               |               | G&A Expense Ratio                   | 14%       | 16%           | 14%           | 14%                   |                                   |
|  |               |               | Personnel Expense Ratio             | 67%       | 53%           | 57%           | 60%                   |                                   |
|  |               |               | Occupancy Expense Ratio             | 12%       | 14%           | 17%           | 16%                   |                                   |

**DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW**  
**ACHIEVEMENT PREPARATORY ACADEMY PCS**  
**Annual Financial Report for the Year Ended June 30, 2014**

| FINANCIAL AUDIT   |  | OBSERVATIONS AND RECOMMENDATIONS  |
|---|--|---|
| <b>AUDITOR</b><br>FY2014: McQuade Brennan, LLP<br>FY2013: McQuade Brennan, LLP                    | <b>OPINION DATE</b><br>10/31/2014<br>9/24/2013 | <b><u>OBSERVATIONS ON THE FY2014 FINANCIAL STATEMENTS</u></b><br><br><u>Wahler Place Middle campus</u> <ul style="list-style-type: none"><li>\$1,031,400 rent expense under lease agreement with Charter School Incubator Initiative; expires June 2015. Rent determined with respect to number of students enrolled. Fees cannot exceed the facilities allowance received from the District of Columbia.</li></ul> <u>Mississippi Avenue Elementary campus</u> <ul style="list-style-type: none"><li>\$138,996 rent expense under August 2013 license to occupy agreement with District of Columbia; expires June 2015.</li><li>\$118,755 increase in deferred rent liability represents the difference between rent expense recognized and rental payments (paid less) as stipulated in the lease with DC for Mississippi Avenue facility.</li></ul> <u>Sundry</u> <ul style="list-style-type: none"><li>\$234,486 grants and contributions support includes \$174,000 related to windup of the June 2013 asset acquisition agreement with Septima Clark PCS.</li></ul> |
| <b><u>SUMMARY OF FY2014 AUDIT RESULTS</u></b>   |  |   |
| Opinion on the Financial Statements (GAAP)  | Unmodified                                     |   |
| Material Weaknesses in Internal Control over Financial Reporting (GAS)                            | No   |   |
| Noncompliance Material to the Financial Statements (GAS)  | None   |   |
| Opinion on Major Federal Award Programs (A133)  | Unmodified                                     |   |
| Material Weaknesses in Internal Control over Compliance with Major Federal Programs (A133)        | No   |   |
| Findings and Questioned Costs   | 0  |   |
| Unresolved Prior Year Audit Findings  | 0  |   |
| Going-Concern Issue   | No   |   |
| Debt-Compliance Issue   | No   |   |
| <b>FY2014 Audit Findings:</b><br>None   |  |   |
| <b>PCS COMMENT</b> (limited to 600 characters)  |  |   |
|   |  |   |
| <b><u>RECOMMENDATIONS FOR COLLABORATIVE GOVERNANCE</u></b><br><br>No recommendations are offered. |  |   |



## **V. Sample Qualitative Site Review Report**



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

October 29, 2015

Chinesom Ejiasa, Board Chair  
Washington Latin PCS- Middle School  
5200 2<sup>nd</sup> St. NW  
Washington, DC 20011

Dear Mr. Ejiasa:

The 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 2015-16 school year for the following reason:

- 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 Washington Latin PCS-Middle School between September 28, 2015 and October 9, 2015. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Latin PCS- Middle School.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is written over a light blue horizontal line.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## Qualitative Site Review Report

**Date:** October 29, 2015

**Campus Name:** Washington Latin PCS- Middle School

**Ward:** 4

**Grade levels:** 5-8

**Enrollment:** 363

**Reason for visit:** 10-year review

**Two-week window:** September 28- October 9, 2015

**Number of observations:** 23

### Summary

The mission of Washington Latin Public Charter School states that it provides a challenging, classical education that is accessible to students throughout the District of Columbia. The school's mission and vision was apparent to observers in both the physical environment and in the instructional program. Washington Latin PCS-Middle School provides a globally themed education to a diverse group of students.

The QSR team rated 87% of observations as proficient or distinguished in the Classroom Environment domain. Students and teachers had polite, respectful, and trusting relationships and demonstrated that there was value for the work being done at the school. The QSR team also rated 89% of observations as proficient or distinguished in the Instruction domain. Teachers challenged students to think and perform to the highest level and demonstrated a belief that all students can be successful. A mix of small group, whole-class and independent work experiences gave students and opportunity to fully engage in content. Lessons were aligned to daily goals and objectives posted on the board in many classrooms.

Prior to the two-week window, Washington Latin PCS – Middle School provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following based on the answers provided by the school. In most observed classrooms teachers utilized SMART boards, computers, and multi-modality instruction, including verbal, visual, and kinesthetic components. The QSR team saw whole class instruction, small group/partner activities, and individual work, all of which were conducive to lesson differentiation. However, during class time, the majority of services delivered to students with disabilities were through one-on-one tutoring with little evidence of accommodations/modifications to the lesson. Additionally some teachers assessed student understanding based on only a few specific student responses, but these checks were not consistent and frequent enough to gauge the understanding of all students with disabilities within the classroom. The school reported that observers would see checks for understanding using Do Now's, pop quizzes, or quests. While the observer saw teachers debriefing of Do Now's in a few classrooms, the observer did see the use of quizzes or quests.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Washington Latin PCS – Middle School’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  |
|--|---|
| <p>Mission:<br/>Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia.</p> | <p>The QSR team saw evidence that Washington Latin PCS- Middle School is meeting its mission.</p> <p><i>Challenging education</i><br/>The QSR team observed teachers challenging students in most classrooms. As documented below, 89% of observations were scored at proficient or advanced in the Instruction Domain. Students in most observations engaged in content-related discussions and extended their own learning through questioning and making connections. Teachers used rich vocabulary and pushed all students to participate and think critically about the content. Priority was given to daily homework and students took ownership of their learning by copying down assignments at the end of class without teacher reminders. Teachers encouraged students to practice different approaches to solving problems often reminding students to “think back to a similar problem that you have already solved” or asking, “Is there any other way we can find the answer?” The school culture values independent reading as evidenced by students reading independently throughout the building during free time.</p> <p><i>Classical education</i><br/>An emphasis on classical literature is evident in the hallways and libraries with large quotes by famous classical philosophers, artists and world leaders such</p> |

| Mission and Goals   | Evidence   |
|---|--|
|   | <p>as Alexander the Great, Shakespeare, and Aristotle. Latin is taught as a foreign language to all students starting in 6<sup>th</sup> grade. In observations of Latin classes, students were observed learning about the Greek myths, discussing how classic tales are the foundation of many modern stories, and engaging in content review games. The topics included: history and culture, Roman Numerals, mythology, and Latin to English translation. There is a focus across all classrooms on the relationship between the ancient world and the 21<sup>st</sup> Century. In one observation students shared family traditions to connect to the Classical world and in another class students completed a warm-up assignment asking them to explain what Roman history teaches us about the modern world.</p> <p><i>Accessible to students throughout the District of Columbia</i></p> <p>According to school administrators and as seen by observers, Washington Latin PCS provides bus transportation for students to get to and from school from wards across the district.</p> |
| Goals:  |  |
| <p>PMF Goal #1: Student Progress – Academic Improvement over time</p> <p><i>Effective instruction supporting student academic progress and achievement in reading and math.</i></p> | <p>The QSR team observed effective instruction in almost 90% of classrooms. Instruction was generally strong as evidenced by observations earning proficient and advanced scores in the Danielson Framework Instruction Domain. Students took tests and quizzes to demonstrate their understanding and projects had explicit scoring criteria. Observers saw that rigorous writers workshops offered students direct and immediate feedback. Across classrooms students discussed current articles and readings related to content specific goals and read independently without any</p>   |

| Mission and Goals  | Evidence   |
|--|--|
|  | <p>prompting from teachers. In math classes students worked collaboratively and independently to solve complex problems aligned to CCSS. Special education teachers pushed into classrooms to scaffold learning for students.</p>  |
| <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</p> <p><i>Moving students to advanced levels of proficiency in reading and math</i></p>                              | <p>The QSR team observed differentiated instruction and student choice in most classrooms. Students in English classes read short stories, novels and actively discussed theme, character development, mood, tone with clear insight and understanding. All observers noticed students engaged in reading independent books that appeared to be at various levels of complexity. Teachers reviewed rubrics with students and provided clear expectations that all students should obtain full credit for work.</p> <p>The QSR team saw students respond to high-expectations and take ownership for improving their work. Observers saw students learn multiple methods for solving math problems along with opportunities for enrichment. In one 5<sup>th</sup> grade math class, students demonstrated fluency with multiplication that they built upon with classwork and assignments. Additionally elective classes challenge the problem-solving ability of students in a variety of areas such as “build your own video game.”</p> |
| <p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p> | <p>The QSR team observed a strong focus on academic growth and critical thinking skills. In math classes the QSR team observed students with strong foundational skills making it possible to jump into grade level content with little remediation. In one observation a student shared that she had set up a math problem differently from how</p>   |



| Mission and Goals  | Evidence  |
|--|---|
|  | <p>the teacher did and classmates were able to explain that it still worked because of the commutative property with little assistance from teacher. Students in civics and history classes underlined texts and discussed main ideas as a class. In an English course students worked on comparing and contrasting two grade appropriate novels that had been read as a class.</p>   |
| <p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</p> <p><i>Culture of learning and support in the classrooms</i></p> | <p>The QSR team observed a culture built on mutual respect and belief in student potential with 87% of observations scoring proficient or advanced in the classroom environment domain of the Danielson Framework. Teachers encouraged students and students often supported each other. In addition to rigorous academic instruction students generally adhere to school policies and expectations around behavior. The QSR team observed students engaged in various grouping strategies for cooperative work. In the hallway a large quote reads, “if you treat an individual as if he were what he ought to be, he will become what he ought to be.” For additional examples of how the QSR team observed this goal, see The Classroom Environment domain in the table below.</p> |
| <p>Governance:</p>   | <p>A PCSB staff member attended the Washington Latin PCS Board of Trustees meeting on August 26, 2015. A quorum was present. One member attended via video conference call. The board discussed developing an expansion plan, committee membership, discipline data, aligning board and staff goals, a financial update, and an academic update. The search committee gave an update regarding the search for a new head of school. Finally the board heard a presentation of the accreditation report.</p>   |

### THE CLASSROOM ENVIRONMENT<sup>1</sup>

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 87% of classrooms 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 scored 91% of the observations as distinguished or proficient. Teachers and students were friendly, positive and respectful in their interactions. In one observation students helped each other saying, "You get this one, and I'll get another." | Distinguished      | 13% |
|  | In another observation students cheered each other on when taking turns in a game. As students exited one classroom, the teacher encouraged them to "bring sunshine wherever you go today; it is a cloudy day."   |                    |     |
|  | In a distinguished observation a student giggled and said, "I thought it was the Tiger river not Tiber!" The students and teacher laughed together and the teacher said, "Ok guys, it's not the Tiger river!"   | Proficient         | 78% |
|  | The QSR team rated less than 10% of the observations as basic in this component.  | Basic              | 9%  |
|  | The QSR team rated none of the observations as unsatisfactory in this component.  | Unsatisfactory     | 0%  |

<sup>1</sup> Teachers may be observed more than once by different review team members.

| The Classroom Environment                  | Evidence Observed   | School Wide Rating |     |
|--|---|--------------------|-----|
| <b>Establishing a Culture for Learning</b> | The QSR team scored 91% of the observations as distinguished or proficient. Teachers passionately demonstrated a belief that the course content was important and had high expectations for all students. In these observations teachers called on a variety of students, even when students did not exhibit model behavior, and used wait time to encourage all students to try. In one classroom the teacher pushed student thinking saying, “That's such a great example! I love it- now I want you to use that example to describe his emotion there.” In another observation, students shared ideas about a current events article beyond the scope of the teacher’s questions indicating interest in thorough understanding and enthusiasm for the content. | Distinguished      | 26% |
|  |   | Proficient         | 65% |
|  | The QSR team rated less than 10% of the observations as basic in this component.  | Basic              | 9%  |
|  | The QSR team rated none of the observations as unsatisfactory in this component.  | Unsatisfactory     | 0%  |
| <b>Managing Classroom Procedures</b>       | The QSR team scored 87% of the observations as distinguished or proficient. In these observations timers, attention getting signals, and tight routines maximized student instructional time. Students demonstrated knowledge of how to execute procedures by quickly moving from warm-up exercises to primary classroom activities, handing out materials such as white boards, books or paper, and reading independently during wait times as not to disturb other students. In one classroom more than 20 students had computers open and ready to learn before the tardy bell rang and within five minutes of the start of class students worked quietly and on-task with minimal teacher direction.  | Distinguished      | 0%  |
|  |   | Proficient         | 87% |

| The Classroom Environment        | Evidence Observed  | School Wide Rating |     |
|----------------------------------|--|--------------------|-----|
|                                  | <p>The QSR team scored 13% of the observations as basic. In one observation instructional time was lost because students did not transition effectively to independent work. In these observations the observer did not see routines for passing out or collecting work and students handed in work at different times interrupting directions and direct instruction to do so. Students in one class exited noisily when the bell rang as the teacher was attempting to assign homework.</p>  | Basic              | 13% |
|                                  | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%  |
| <b>Managing Student Behavior</b> | <p>The QSR team scored 79% of the observations as distinguished or proficient. Students adhered to high standards of conduct and behaved appropriately with minimal teacher redirection. In instances of misbehavior teachers responded quickly and effectively using countdowns, verbal redirects and proximity. In one observation a teacher nonverbally redirected a student by moving close and placing one hand on the student's shoulder. In another observation the teacher effectively intervened in a student-to-student interaction stating, "She made a mistake and we need to move on." The student immediately gave the worksheet back to the classmate and both immediately got on task.</p> | Distinguished      | 9%  |
|                                  |  | Proficient         | 70% |

| The Classroom Environment | Evidence Observed  | School Wide Rating |     |
|---------------------------|--|--------------------|-----|
|                           | <p>The QSR team scored 21% of the observations as basic. While inappropriate behaviors were addressed with reminders, students quickly reverted to undesirable behaviors and inconsistently maintained established standards. In one observation students insulted each other across the room with no acknowledgment from teacher. In another observation the teacher repeated, “A few of you have listened to the directions, but some of you have not. Please listen,” but the students continued talking with no consequence.</p> | Basic              | 21% |
|                           | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>  | 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 89% of classrooms as "distinguished" or "proficient" for the Instruction domain.

| Instruction                 | Evidence Observed   | School Wide Rating |     |
|-----------------------------|---|--------------------|-----|
| Communicating with Students | The QSR team scored 96% of the observations as distinguished or proficient. In these observations teachers clearly articulated the learning objective often times referencing essential guiding questions. Teachers used strong academic vocabulary such as hieroglyphic, interval, thesis, and ironic in lesson delivery and added new vocabulary to word walls if students asked clarifying questions. Teachers modeled content with drawing and analogies deepening student understanding. | Distinguished      | 13% |
|                             | In one distinguished observation the teacher began by reviewing how the lesson related to previous lessons, shared all resources students have to complete the new activity, and discussed why some resources are better than others.   | Proficient         | 83% |
|                             | The QSR team rated less than 10% of the observations as basic in this component.  | Basic              | 4%  |
|                             | The QSR team rated none of the observations as unsatisfactory in this component.  | Unsatisfactory     | 0%  |



| Instruction  | Evidence Observed  | School Wide Rating |     |
|--|--|--------------------|-----|
| <b>Using Questioning/Prompts and Discussion Techniques</b> | <p>The QSR team scored 95% of the observations as distinguished or proficient. In these observations teachers asked open-ended questions and allowed for student discussion to occur naturally. In one observation the teacher asked students to share the most important moral dilemma the US Government has today leading to a respectful discussion involving the entire class. One teacher discussed different approaches to solving the same problem and students built on the discussion offering new ways and checking their work based on the discussion. Students played an active role in discussion in these observations.</p> <p>In one distinguished observation students extended a discussion of stereotypes and bias by bringing up relevant examples and making connections to previous readings.</p> | Distinguished      | 20% |
|  |  | Proficient         | 75% |
|  | The QSR team rated less than 10% of the observations as basic in this component.   | Basic              | 5%  |
|  | The QSR team rated none of the observations as unsatisfactory in this component.   | Unsatisfactory     | 0%  |
| <b>Engaging Students in Learning</b>                       | <p>The QSR team scored 79% of the observations as distinguished or proficient. Lessons promoted student engagement through cooperative learning, hands-on activities, and problem solving opportunities related to their lives such as planning a school dance and pricing out new chairs for the classroom in algebra. Teachers provided</p>  | Distinguished      | 9%  |

| Instruction                            | Evidence Observed  | School Wide Rating |     |
|--|--|--------------------|-----|
|  | opportunity for student choice in how to complete learning tasks both in terms of grouping and offered multiple opportunities for students to demonstrate understanding. In these observations students actively worked with teachers facilitating and supporting students in reaching their learning targets.   | Proficient         | 70% |
|  | The QSR team scored 21% of the observations as basic. In these observations there was little or no student choice and the students played a passive role in the learning, with the teacher's voice dominating the observation. During independent work students were not engaged which resulted in off-task conversations. In one classroom students watched a video with a worksheet without clear or any directions. During the movie many students had their heads down or talked without completing the classwork.   | Basic              | 21% |
|  | The QSR team rated none of the observations as unsatisfactory in this component.   | Unsatisfactory     | 0%  |
| <b>Using Assessment in Instruction</b> | The QSR team scored 87% of the observations as distinguished or proficient. In these observations teachers used a variety of methods to gauge student understanding. In many classrooms teachers rotated as students worked independently and in groups adjusting feedback on the spot. Teachers paused and gave global feedback when there were common mistakes and students responded by improving their work. In one observation the teacher said, "I can see lots of you are adding major details which is the goal. I am going to give you post-it notes to | Distinguished      | 4%  |

| Instruction | Evidence Observed  | School Wide Rating |     |
|-------------|--|--------------------|-----|
|             | <p>write support to back up your claims.” In another observation the teacher said, “Now add three more facts to this section, and I will come back to check on you” to a student. In many observations teachers referenced rubrics and encouraged students to check their work against assigned criteria before answering independent questions. Teachers gave tests and quizzes to assess student understanding and in a few observations teachers reviewed graded tests and quizzes as they returned them to students.</p> | Proficient         | 83% |
|             | <p>The QSR team scored 13% of the observations as basic. In a few observations students did not receive individual feedback on their work. In one observation the teacher continued teaching a lesson when it was clear that the majority of students did not grasp the content.</p>   | Basic              | 13% |
|             | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%  |

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

| The Classroom Environment                             | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
|---|--|---|---|--|
| <b>Creating an Environment of Respect and Rapport</b> | 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.  |
| <b>Establishing a Culture for Learning</b>            | 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. |
| <b>Managing Classroom Procedures</b>                  | 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.   |

| <b>The Classroom Environment</b> | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|----------------------------------|---|--|--|--|
| <b>Managing Student Behavior</b> | 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  |
|--|---|--|--|--|
| <b>Communicating with Students</b>                 | 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 situated 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. |
| <b>Using Questioning and Discussion Techniques</b> | 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 many of the high-level questions and assume responsibility for the participation of all students in the discussion.   |
| <b>Engaging Students in Learning</b>               | 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 of 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   |
|--|---|--|--|---|
| <b>Using Assessment in Instruction</b> | 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. |



## **VI. Sample Five-Year Charter Review Report**



# **2015-16 Five-Year Charter Review Report**

## **Mundo Verde Public Charter School**

**October 26, 2015**

DC Public Charter School Board  
3333 14th Street, NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
[www.dcpsb.org](http://www.dcpsb.org)

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## **BOARD VOTE AND KEY FINDINGS**

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a charter review of Mundo Verde Public Charter School (“Mundo Verde PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*<sup>1</sup>

Mundo Verde PCS fully met all of its goals and student academic achievement expectations (“academic expectations”). The school has neither materially violated the law nor its charter, and is in strong fiscal health.

Based on these findings, on October 26, 2015 the PCSB Board voted 4-0 to continue the school’s charter without conditions.

## **CHARTER REVIEW STANDARD**

The SRA provides that PCSB “shall review [a school’s] charter at least once every [five] years.”<sup>2</sup> As part of this review, 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.<sup>3</sup>

If 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. PCSB is required by the SRA to revoke a school’s charter if 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.

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School Overview**

Mundo Verde PCS began operation in 2011 under authorization from the District of Columbia Public Charter School Board (“PCSB”), originally serving students in grades pre-kindergarten-3 through

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<sup>1</sup> D.C. Code § 38-1802.12(a)(3).

<sup>2</sup> D.C. Code § 38-1802.12(a)(3).

<sup>3</sup> D.C. Code § 38-1802.12(c).

kindergarten. The school is growing one grade per year, and in 2015-16 serves students in pre-kindergarten through fourth grade. The school’s mission is:

Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities through an engaging curriculum focused on biliteracy and sustainability.<sup>4</sup>

The school describes its curriculum as “emphasiz[ing] (a) literacy and language acquisition in both English and Spanish; (b) high performance in all subjects, including math, science, social science and the arts; (c) support for the development of higher order cognitive and critical thinking skills and deep understanding of complex issues; (d) the integration of sustainability-focused content and values across the curriculum; and (e) hands-on, project-based learning expeditions and student-centered instruction.”<sup>5</sup>

Mundo Verde PCS was originally chartered to operate through the fourth grade.<sup>6</sup> In 2014, the school entered into a consortium with four other DC charter schools to jointly operate DC International (“DCI”), a middle and high school program where students of the member schools have an automatic right of admission.<sup>7</sup> As part of this consortium, Mundo Verde PCS amended its charter to operate through the fifth grade, with rising sixth graders eligible to attend DCI without applying through the lottery.<sup>8</sup>

PCSB assessed Mundo Verde PCS’s performance on its individualized Accountability Plan for school years 2011-12 and 2012-13, at which time Accountability Plans were replaced by the Performance Management Framework (“PMF”). The school’s overall performance data on the Accountability Plans and PMF – which assesses many indicators beyond reading and math proficiency, including academic growth, attendance, and re-enrollment – are summarized in the table below.

| <b>2015-16<br/>Grade<br/>Levels</b> | <b>2015-16<br/>Student<br/>Enrollment</b> | <b>2011-12<br/>Accountability<br/>Plan for<br/>grades PK3-K</b> | <b>2012-13<br/>Accountability<br/>Plan for grades<br/>PK3-1</b> | <b>2013-14 EC<br/>Pilot PMF for<br/>grades PK3-2</b>               |
|-------------------------------------|---|---|---|--|
| PK3- 4th<br>grade                   | 538 <sup>9</sup>                          | 7 of 7 targets<br>met   | 9 of 9 targets<br>met   | Met 11 of 11<br>indicator floors;<br>met mission-<br>specific goal |

<sup>4</sup> See Mundo Verde PCS charter application, p. 8, attached to this report as Appendix A.

<sup>5</sup> See Mundo Verde PCS 2013-14 annual report, p. 4, attached to this report as Appendix B.

<sup>6</sup> See Mundo Verde PCS charter agreement, p. 2, attached to this report as Appendix C.

<sup>7</sup> See July 2014 DCI Board Memorandum, attached to this report as Appendix D.

<sup>8</sup> See Appendix B.

<sup>9</sup> Unverified enrollment as of October 8, 2015.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires 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 PCSB Board (collectively, the "Charter").

The chart below summarizes PCSB staff's determinations of whether Mundo Verde PCS met its goals and academic expectations. These determinations are further detailed in the body of this report.

|   | <b>Goals and Academic Expectations</b>  | <b>Met?</b> |
|---|---|-------------|
|   | Students will be biliterate in English and Spanish.   |             |
| 1 | a. Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English.<br>b. Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish.  | <b>Yes</b>  |
| 2 | Students will understand and apply complex mathematical concepts to solve problems.   | <b>Yes</b>  |
|   | Students will acquire and apply the knowledge, skills and values of sustainability.   |             |
| 3 | a. Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems.<br>b. Students will demonstrate systems thinking and apply knowledge of relationships and interdependence between economic and social and natural systems.<br>c. Students will develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. | <b>Yes</b>  |
| 4 | a. Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors.<br>b. Students will work collaboratively and resolve conflicts effectively.<br>c. Students will be actively involved in their own education and health.<br>d. Students will be active community members and environmental stewards.   | <b>Yes</b>  |
| 5 | The school culture will celebrate life-long learning and the school will be a trusted learning community.   | <b>Yes</b>  |
| 6 | The school will be led by an active Board of Directors that will work with the Executive Director and Principal to run Mundo Verde effectively.   | <b>Yes</b>  |
| 7 | The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and Board members.  | <b>Yes</b>  |
| 8 | The school will be financially sustainable.   | <b>Yes</b>  |
| 9 | Families will have positive views of Mundo Verde and be involved in their child's education.  | <b>Yes</b>  |

| <b>Goals and Academic Expectations</b> |  | <b>Met?</b> |
|--|--|-------------|
| 10                                     | The school will not only teach, but also act in accord with its mission and values, operating in an environmentally, socially and financially sustainable manner – and will report to stakeholders against established sustainability metrics. | <b>Yes</b>  |
| 11 <sup>10</sup>                       | a On average, kindergarten through second-grade students will attend school 92% of the days.   | <b>Yes</b>  |
|  | b On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.   | <b>Yes</b>  |

# **1. Students will be biliterate in English and Spanish.**

- a. Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English.**
- b. Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish.**

Assessment: **Mundo Verde PCS met this goal.** To determine whether the school met this goal, PCSB analyzed the school’s English literacy outcomes included in its 2011-12 and 2012-13 Accountability Plans and its 2013-14 and 2014-15 PMFs. The results from DC’s 2014-15 state assessment have not been finalized at the time of this report’s publication. PCSB also analyzed Spanish literacy and oral proficiency outcomes submitted by the school, along with English literacy outcomes according to the ACCESS assessment, which is administered only to ELL students.

Since 2011-12, Mundo Verde PCS has met all English literacy progress targets that it set. The rate of students meeting grade level Spanish literacy expectations is lower than the rate of students meeting the grade level English literacy expectations, which is expected considering that Spanish is the second language of approximately 80% of Mundo Verde PCS students. As Mundo Verde PCS notes in a submission to PCSB, “development of academic language proficiency in the second language is expected to take...between five to seven years...”<sup>11</sup> However, a lower percentage of the school’s English language Learners (“ELL”) students met grade level expectations in either language than their non-ELL peers students. But, there is an increase in the number of students identified as “early advanced” or “advanced” in oral Spanish proficiency in Mundo Verde PCS’s later grades on the Pre-IPT/IPT Oral Spanish Fluency assessment, indicating improved oral Spanish proficiency for students spending several years at the school. As detailed in the narrative for goal two, Mundo Verde PCS met all of its math targets, which supports that students are biliterate, given that math is taught in English and Spanish. Finally, a majority of the school’s ELL students who sat for the ACCESS exam at least twice achieved “significant” growth on it.

<sup>10</sup> The attendance goal is sourced from the school’s 2011-12 Accountability Plan, attached to this report as Appendix E.

<sup>11</sup> See Mundo Verde PCS biliteracy submission, attached to this report as Appendix F.



## English and Spanish Literacy Targets

| PK Literacy Progress |  |   |
|----------------------|--|---|
| Year                 | Target   | Target Met?   |
| 2011-12              | 65% of pre-kindergarten-3 and -4 students will increase by 15 child score points or will meet or exceed widely held expectations of growth in language by the spring administration on Creative Curriculum Teaching Strategies GOLD. | <b>Yes.</b><br>96.0% of students met or exceeded growth expectations. |
| 2012-13              | 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment.  | <b>Yes.</b><br>95.0% of students met this goal.                       |
| 2013-14              | Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment.  | <b>100.0%.</b><br>Above 60.0% PMF Floor.                              |
| 2014-15              |  | <b>97.6%.</b>   |

| K-2 Literacy Progress and Achievement |  |   |
|---------------------------------------|--|---|
| Year                                  | Target   | Target Met?   |
| 2011-12                               | 65% of kindergarten students will demonstrate at least one instructional level of growth in either Spanish or English literacy by the spring administration on the Fountas & Pinnell assessment. | <b>Yes.</b><br>100% of students made at least one level of growth in English; 73% of students made at least one level of growth in Spanish. |
| 2012-13                               | 60% of kindergarten through first-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.   | <b>Yes.</b><br>82.0% of students met this goal.   |
| 2013-14                               | Rate of kindergarten through second-grade students making one year of growth and/or scoring on grade level on the Fountas and Pinnell assessment.  | <b>74.6%</b><br>Above PMF floor of 50.0%.   |
| 2014-15                               |  | <b>66.3%.</b>   |

Due to the school's dual literacy model, PCSB analyzed the English and Spanish literacy attainment for all students and for English Language Learners. The school used the Fountas and Pinnell for English for all four years and for Spanish for 2011-12 and 2012-13. In 2013-14 Mundo Verde PCS began using Pearson's Evaluación del Desarrollo de la Lectura, Segunda Edición ("EDL2") literacy assessment.<sup>12</sup> The following tables details the rate of Mundo Verde PCS students that met Spanish and English grade level literacy expectations according to these assessments.

<sup>12</sup> See Appendix F.

| Rate of all students meeting English grade level literacy expectations |         |         |  |         |
|--|---------|---------|--|---------|
|  | 2011-12 | 2012-13 | 2013-14  | 2014-15 |
| Kindergarten   | 72.3%   | 76.8%   | Kindergarten students are in Spanish immersion program and are not assessed in English |         |
| 1st Grade  | -       | 76.6%   | 64.0%  | 59.1%   |
| 2nd Grade  | -       | -       | 78.3%  | 75.3%   |
| 3rd Grade  | -       | -       | -  | 77.6%   |

| Rate of all students meeting Spanish grade level literacy expectations |         |         |         |         |
|--|---------|---------|---------|---------|
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Kindergarten   | 29.8%   | 36.2%   | 62.7%   | 47.7%   |
| 1st Grade  | -       | 37.5%   | 42.7%   | 18.2%   |
| 2nd Grade  | -       | -       | 62.3%   | 46.8%   |
| 3rd Grade  | -       | -       | -       | 43.3%   |

| Rate of all students meeting both English and Spanish grade level literacy expectations |         |         |  |         |
|---|---------|---------|--|---------|
|   | 2011-12 | 2012-13 | 2013-14  | 2014-15 |
| Kindergarten  | 29.8%   | 34.8%   | Kindergarten students are in Spanish immersion program and are not assessed in English |         |
| 1st Grade   | -       | 35.9%   | 37.3%  | 15.9%   |
| 2nd Grade   | -       | -       | 59.4%  | 41.6%   |
| 3rd Grade   | -       | -       | -  | 41.8%   |

| Rate of ELL students meeting English grade level literacy expectations |                 |                  |  |                 |
|--|-----------------|------------------|--|-----------------|
|  | 2011-12         | 2012-13          | 2013-14  | 2014-15         |
| Kindergarten   | 52.9%<br>(9/17) | 59.1%<br>(13/22) | Kindergarten students are in Spanish immersion program and are not assessed in English |                 |
| 1st Grade  | -               | 27.3%<br>(3/11)  | 39.1%<br>(9/23)  | 26.3%<br>(5/19) |
| 2nd Grade  | -               | -                | 66.7%<br>(8/12)  | 42.1%<br>(8/19) |
| 3rd Grade  | -               | -                | -  | N<10            |

| Rate of ELL students meeting Spanish grade level literacy expectations |                 |                 |                 |                 |
|--|-----------------|-----------------|-----------------|-----------------|
|  | 2011-12         | 2012-13         | 2013-14         | 2014-15         |
| Kindergarten   | 23.5%<br>(4/17) | 36.4%<br>(8/22) | 47.6%<br>10/21  | 38.9%<br>(7/18) |
| 1st Grade  | -               | 27.3%<br>(3/11) | 39.1%<br>(9/23) | 0.0%<br>(0/19)  |
| 2nd Grade  | -               | -               | 75.0%<br>(9/12) | 36.8%<br>(7/19) |
| 3rd Grade  | -               | -               | -               | N<10            |

| Rate of ELL students meeting both English and Spanish grade level literacy expectations |         |                 |  |                 |
|---|---------|-----------------|--|-----------------|
|   | 2011-12 | 2012-13         | 2013-14  | 2014-15         |
| Kindergarten  | 4/17    | 36.4<br>(8/22)  | Kindergarten students are in Spanish immersion program and are not assessed in English |                 |
| 1st Grade   | -       | 18.2%<br>(2/11) | 21.7%<br>(5/23)  | 0.0%<br>(0/19)  |
| 2nd Grade   | -       | -               | 58.3%<br>(7/12)  | 21.1%<br>(4/19) |
| 3rd Grade   | -       | -               | -  | N<10            |

### Oral Spanish Proficiency Outcomes

The school writes, “Mundo Verde uses the Pre-IPT/IPT Oral Spanish Fluency assessment at the end of each school year. The assessment consists of a guided conversation in Spanish between a student and the examiner, and takes between 10-30 minutes.” The below table includes the Spanish proficiency levels of the total Mundo Verde PCS student body over the past three years. For most grades, the majority of students are identified as “early advanced” or “advanced” in oral Spanish proficiency.

| Oral Spanish Proficiency Outcomes – 2012-13 |           |                    |              |                |          |
|---|-----------|--------------------|--------------|----------------|----------|
|   | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| Pre-Kindergarten-3                          | 5.3%      | 28.9%              | 28.9%        | 15.8%          | 21.1%    |
| Pre-Kindergarten-4                          | 6.7%      | 30.0%              | 10.0%        | 0.0%           | 53.3%    |
| Kindergarten                                | 3.1%      | 4.6%               | 30.8%        | 4.6%           | 56.9%    |
| 1st Grade                                   | 0.0%      | 1.7%               | 15.3%        | 0.0%           | 83.1%    |

| Oral Spanish Proficiency Outcomes – 2013-14 |           |                    |              |                |          |
|---|-----------|--------------------|--------------|----------------|----------|
|   | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| Pre-Kindergarten-3                          | 20.0%     | 25.0%              | 15.0%        | 15.0%          | 25.0%    |
| Pre-Kindergarten-4                          | 11.9%     | 19.0%              | 14.3%        | 7.1%           | 47.6%    |
| Kindergarten                                | 25.4%     | 11.9%              | 10.4%        | 0.0%           | 52.2%    |
| 1st Grade                                   | 1.4%      | 16.2%              | 31.1%        | 0.0%           | 51.4%    |
| 2nd Grade                                   | 1.6%      | 7.9%               | 22.2%        | 33.3%          | 34.9%    |

| Oral Spanish Proficiency Outcomes – 2014-15 |           |                    |              |                |          |
|---|-----------|--------------------|--------------|----------------|----------|
|   | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| Pre-Kindergarten-3                          | 12.9%     | 48.4%              | 9.7%         | 19.4%          | 9.7%     |
| Pre-Kindergarten-4                          | 23.5%     | 25.5%              | 15.7%        | 5.9%           | 29.4%    |
| Kindergarten                                | 0.0%      | 12.6%              | 19.5%        | 11.5%          | 56.3%    |
| 1st Grade                                   | 1.2%      | 15.1%              | 15.1%        | 4.7%           | 64.0%    |
| 2nd Grade                                   | 1.3%      | 4.0%               | 13.3%        | 25.3%          | 56.0%    |
| 3rd Grade                                   | 1.5%      | 9.2%               | 13.8%        | 26.2%          | 49.2%    |

### ACCESS Outcomes

All DC ELL students annually sit for the ACCESS (“Assessing Comprehension and Communication in English State-to-State”) exam to assess their English literacy and to determine whether they should remain classified as ELL. DC’s Office of the State Superintendent of Education has set a threshold for what it considers “significant growth” and “proficiency” on this exam. 35 of the 47 Mundo Verde PCS students who took this exam for at least two years have achieved significant growth, with 14 students achieving proficiency.

### Qualitative Evidence

In April 2015, PCSB staff conducted a Qualitative Site Review (“QSR”) of Mundo Verde PCS. In their report, they described the following in support of the goal.

The lead teacher in classrooms spoke almost exclusively in the target language with the only exceptions being to clarify content or explain vocabulary.... The QSR team observed oral fluency and reading comprehension skills as students responded to teacher questions and followed and responded to text. Students answered questions in complete sentences without prompting from the teacher. Students in Kindergarten demonstrated oral Spanish fluency stating the months of the year, days of the week, and accurately naming shapes in math.<sup>13</sup>

## **2. Students will understand and apply complex mathematical concepts to solve problems.**

Assessment: **Mundo Verde PCS met this goal.**

| PK Math Progress |  |   |
|------------------|--|---|
| Year             | Target   | Target Met?                                       |
| 2012-13          | 60% of pre-kindergarten-3 and -4 students will make appropriate growth for their age on the Teaching Strategies GOLD mathematics assessment. | <b>Yes.</b><br>85.0% of students met this target. |
| 2013-14          | Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD math assessment.        | <b>100.0%</b><br>Above PMF floor of 60.0%.        |
| 2014-15          |  | <b>100.0%.</b>                                    |

| K-2 Math Progress and Achievement |   |                                  |
|-----------------------------------|---|----------------------------------|
| Year                              | Target  | Target Met?                      |
| 2012-13                           | 60% of kindergarten through first-grade students will make 0 or greater NCE in mathematics on the | <b>Yes.</b><br>74.0% of students |

<sup>13</sup> See Mundo Verde PCS Qualitative Site Review report, p. 5, attached to this report as Appendix G.

|         |   |   |
|---------|---|---|
|         | Group Mathematics assessment and Diagnostic Evaluation.   | met this target.                                  |
| 2012-13 | 60% of first-grade students will score a stanine 4 or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.                                | <b>Yes.</b><br>78.0% of students met this target. |
| 2013-14 | Rate of kindergarten through second-grade students making one year of growth and/or scoring on grade level on the Group Mathematics Assessment and Diagnostic Evaluation. | <b>81.0%</b><br>Above PMF floor of 50.0%.         |
| 2014-15 |   | <b>61.9%.</b>                                     |

### Qualitative Evidence

The following qualitative evidence was observed in support of this goal.

Students used complex mathematical concepts across grade levels and in many classrooms. PK students measured a tree using a string to show the tree's height. In a first grade classroom, students discussed strategies to solve story problems and identified the best strategy as it related to each problem. Kindergarten students identified shapes in both Spanish and English and explained the difference between a two- dimensional and three-dimensional shape. In third grade classrooms students used different sized beakers to determine volume and studied specific times in Spanish to transcribe and resolve problems having to do with time.<sup>14</sup>

### **3. Students will acquire and apply the knowledge, skills and values of sustainability.**

- a. **Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems.**
- b. **Students will demonstrate systems thinking and apply knowledge of relationships and interdependence between economic and social and natural systems.**
- c. **Students will develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.**

Assessment: **Mundo Verde PCS met this goal.** Students engage in Learning Expeditions that are framed around sustainability issues. Mundo Verde PCS has submitted information about these Learning Expeditions and numerous examples of student work to demonstrate how students acquire and apply the knowledge, skills and values of sustainability. Samples of student work can be found in the appendix of this report.<sup>15</sup>

Mundo Verde PCS considers sustainability literacy to include two areas:

<sup>14</sup> See Appendix G, p. 5.

<sup>15</sup> See student work samples, attached to this report as Appendix H.

- a. Sustainability content – knowledge of social, economic, scientific, and ecological concepts; and
- b. Sustainability habits (“Habits of Community Stewardship”) – foster development of social emotional understanding and character of compassion and concern for others, including long-term well-being of future generations.

Mundo Verde PCS describes that its students learn about sustainability content and habits through the following:

- a. Core curriculum of learning expeditions;
- b. Social emotional curriculum;
- c. Focus on language immersion and cultural diversity; and
- d. Weekly cooking and gardening classes

### Learning Expeditions

Mundo Verde PCS describes its Expeditionary Learning programming in its annual report: “Every grade level conducts two expeditions per school year, each lasting approximately twelve weeks. Mundo Verde expeditions are aligned to Common Core State Standards for literacy and math and framed around key concepts of sustainability: the natural, social, and economic systems that comprise our complex world.”<sup>16</sup> Each expedition is also tied to at least one Sustainability Student Learning Standard, as developed by U.S. Partnership for Education for Sustainable Development.<sup>17</sup> Mundo Verde’s 2014-15 Learning Expeditions are detailed in the table below.<sup>18</sup>

| Grade | Fall Expedition Topic                 | Spring Expedition Topic   |
|-------|---------------------------------------|---|
| PK    | Our Bodies, Our Health                | Plants and Trees  |
| K     | Corn: History and multicultural value | Life Cycles in Rock Creek Park: our neighbors and their ecosystem |
| 1     | Is it trash? Reuse, Reduce, Recycle   | Maps: Treasure is Everywhere!                                     |
| 2     | Markets                               | Earthquakes and Geology   |
| 3     | Literacy Heroes and the Right to Read | Waterways and the Anacostia River                                 |

Mundo Verde PCS considers student work projects to be the most important evidence as to whether learning expeditions are increasing student literacy in sustainability content and habits. In support of this goal, the school submitted the following table, which gives “an overview of at least one expedition per grade with a listing of the product students created and the sustainability learning standard connected to that expedition and product.”<sup>19</sup>

<sup>16</sup> See Mundo Verde PCS 2012-13 Annual Report, p. 8, attached to this report as Appendix I.

<sup>17</sup> See Mundo Verde PCS submission on sustainability goal, attached to this report as Appendix J.

<sup>18</sup> See Mundo Verde PCS 2014-15 Annual Report, p. K.

<sup>19</sup> See Appendix J.

| <i>Grade/<br/>Expedition</i>    | <i>Product</i>  | <i>Sustainability Standards</i>  | <i>How does this product or presentation demonstrate the students have acquired and applied standard?</i>  |
|---------------------------------|---|--|--|
| PK: Our Bodies                  | My Body Book (2011)<br>Healthy Bodies (2013, 2014)<br>Brochures Presentation to preschool children at Clinica del Pueblo  | EfS Standard 2.3 Economic Systems: Human Needs and Wants - Students distinguish between personal wants and needs and identify how culture, marketing, and advertising inform their consumption patterns. Students identify food, water, energy and shelter as basic human needs.   | By creating the health brochure and sharing it with students at local bilingual schools and clinics, students were able to share what they learned about how one cares for themselves and their bodies. Brochures included tips focused on basic needs (e.g., caring for teeth, and exercising) and wants (e.g., doing things that make us happy).   |
| Kinder: Corn Brings us Together | Corn Recipe Book<br>Corn Restaurant menu & demonstration  | EfS Standard 2.1 Interconnectedness: Relationships - Students interact respectfully with others, including those with whom they have differences.<br><br>EfS Standard 2.2.a Ecological Systems: Connection to Nature - Students, in both urban/suburban and rural environments spend time outdoors experiencing and interacting with nature by walking, observing, gardening, etc.   | By staging a live restaurant demonstration for parents, students were able to learn critical standards in language arts, and math and understand the life cycle of the edible plants... Students visited local farms where they learned about the harvest of corn and its journey to our tables. In this journey, they learned how different cultures interpret corn in recipes throughout Latin America. They used their reading and writing skills to share these recipes with others in a book of recipes and in menus from which families or customers would place their orders. The night of the restaurant, students described the ingredients in the dishes, wrote parent orders, ‘charged’ families and made change. In this way they shared their integrated learning about corn, farms, food and culture addressing central standards of sustainability and grade level content. |
| 1st Grade: Maps and Treasure    | To-scale Hand-Measured and Drawn Map of Mundo Verde’s new building (2014)<br>Rock Creek Park Treasure Map (2012, 2013) Kenilworth Aquatic Gardens Map and Poetry Visitors Book (2014) | EfS Standard 2.2.b Ecological Systems: Plants, Animals, Habitats<br><br>EfS Standard 3.1.c Personal Action: Making a Difference  | Students studied maps and explored themes about what treasure means to people (i.e., what we call treasure versus what we call treasure.) Students created maps of our new school building for future visitors as a product of their study of measurement acting as cartographers who surveyed, measured and published their maps for the public. As well, students recorded poetry about local aquatic gardens at Kenilworth helping future visitors learn more about what they might treasure using what they had learned of nature, poetry and cardinal direction. The park ranger received their book and thanked them for their contribution in a special ceremony to end the school year.  |
| 2nd Grade: Markets              | Products to sell in the market;<br>Market brochure;<br>Presentation and management of the market  | EfS Standard 2.3 Economic Systems: Human Needs and Wants<br><br>EfS Standard 3 .2.c Collective Action: Working Together - Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building, conflict resolution, and cooperation to work toward group decisions). Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts. Students respect and value human diversity as part of a multi-cultural society and world. | Students studied the role of markets in our society and others. Students not only studied how craftsmen and farmers go from raw materials to products for sale, but also helped students determine how one creates pricing for products that will yield a profit worth the manufacturing and that customers are willing to pay. Students studied different types of markets, and worked collectively to manufacture their own unique products (e.g., like jewelry and homemade playdough), create a business plan, and created a brochure to draw customers to their products. The larger school population attended their market and purchased their wares.   |
| 3rd Grade: Literacy Heroes      | Production and publication of podcast   | EfS Standard 2.1.b Interconnectedness: Historical Connections<br><br>EfS Standard 2.4.d Social and Cultural Systems: Fairness - Students treat others fairly. They develop an understanding that resources need to be shared to meet the needs of living things across places and generations.<br><br>EfS Standard 3.1.c Personal Action: Making a Difference  | Students studied the right to read over the years and evaluated how different groups have had access to literacy and not at different times in our history. They studied various literacy heroes and shared these histories via podcasts produced at Howard University using radio experts who helped them record their stories. As well, students studied literacy in the District of Columbia and created tiny libraries to help bring attention to aliteracy and illiteracy in our area. In this way, students integrated both personal and collective action incorporating important writing and reading standards for the grade.  |

### Habits of Community Stewardship Outcomes

The school describes in its annual report that “[a]ll members of the Mundo Verde community strive to embody and practice” six Habits of Community Stewardship: (1) empathy; (2) speak your truth; (3) perseverance; (4) inquiry; (5) collaboration; and (6) appreciation.<sup>20</sup> Starting in 2014-15, students in first grade and up complete a quarterly self-assessment of their proficiency in these Habits of Community Stewardship. Some of the indicators assessed relate to this goal, and are included in the table below.

| Rate of students meeting or exceeding selected Habits of Community Stewardship in 2014-15 |  |    |       |       |       |
|---|--|----|-------|-------|-------|
| Grade   | Habit                                    | Q1 | Q2    | Q3    | Q4    |
| K   | I can inquire about the world around me. | -  | -     | 88.6% | -     |
| K   | I can investigate like an ecologist.     | -  | 88.6% | -     | 81.8% |
| 2   | I can engage in my work by inquiring.    | -  | -     | 77.9% | -     |

### Qualitative Evidence

The following qualitative evidence was observed in support of this goal.

There was evidence of students applying concepts and skills of sustainability across the school as evidenced through expeditions and integration of science and social studies content in language arts. Each classroom was assigned an animal group to encourage thematic unit development and systems thinking. In PK classrooms students celebrated the earth, trees, and animals in the oceans. In these observations students read a poem and discussed why trees are important and how they should care for them...In most classrooms students had water bottles labeled with their names and in the hallways there is evidence of a school wide recycling and composting program. The QSR team observed students conducting research-based expeditions on natural disasters and participating in hands-on learning projects.<sup>21</sup>

**4a. Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors.**

**4b. Students will work collaboratively and resolve conflicts effectively.**

**4c. Students will be actively involved in their own education and health.**

**4c. Students will be active community members and environmental stewards.**

Assessment: **Mundo Verde PCS met this goal.** The school’s discipline rates are below the sector average, with no students being suspended for more than 11 days and no expulsions. The few out-of-school suspensions are a fraction of the charter sector average. The school also met its targets related to

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<sup>20</sup> See Appendix B p. 8.

<sup>21</sup> See Appendix G, pp. 5-6.



pre-kindergarten socio-emotional growth. Students practice the school's Habits of Community Stewardship, as evidenced by outcomes on a student self-assessment. Qualitative evidence also supports that Mundo Verde PCS met this goal.

#### Discipline Rates

Both campuses' discipline rates have been consistently below the sector average.

| <b>Out-of-School Suspensions</b> |         |         |         |
|----------------------------------|---------|---------|---------|
|                                  | 2012-13 | 2013-14 | 2014-15 |
| Mundo Verde PCS                  | 0.4%    | 1.1%    | 1.2%    |
| PK-2 Charter Sector Rate         | 4.9%    | 4.8%    | 4.2%    |

| <b>Long-Term Suspensions (11+ Days)</b> |         |         |         |
|---|---------|---------|---------|
|   | 2012-13 | 2013-14 | 2014-15 |
| Mundo Verde PCS                         | None    | None    | None    |
| PK-2 Charter Sector Rate                | .01%    | 0.0%    | .02%    |

| <b>Expulsions</b>    |         |         |         |
|----------------------|---------|---------|---------|
|                      | 2012-13 | 2013-14 | 2014-15 |
| Mundo Verde PCS      | None    | None    | None    |
| PK-2 Charter Average | .04%    | .03%    | .02%    |

#### Pre-Kindergarten Social-Emotional Targets

Mundo Verde PCS met all of its pre-kindergarten social-emotional targets.

| <b>PK Social-Emotional Progress and Achievement</b> |   |   |
|---|---|---|
| <b>Year</b>   | <b>Target</b>   | <b>Target Met?</b>  |
| 2011-12   | 65% of pre-kindergarten-3 and -4 students will increase by 15 child score points or will meet or exceed widely held expectations of growth in the social-emotional domain by the spring administration on Creative Curriculum Teaching Strategies GOLD. | <b>Yes.</b><br>98.7% of students met or exceeded growth expectations. |
| 2012-13   | 60% of pre-kindergarten-3 and -4 students will make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.   | <b>Yes.</b><br>93.0% of students met this goal.                       |
| 2013-14   | Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.   | <b>100.0%</b><br>Above PMF floor of 60.0%.                            |
| 2014-15   |   | <b>100.0%.</b>  |

### Habits of Community Stewardship

Starting in 2014-15, first through fourth grade students complete a quarterly self-assessment of their proficiency in these Habits of Community Stewardship. Some of the indicators assessed relate to this goal, and are included in the table below.

| Rate of students meeting or exceeding selected Habits of Community Stewardship in 2014-15 |   |       |       |       |       |
|---|---|-------|-------|-------|-------|
| Grade   | Habit   | Q1    | Q2    | Q3    | Q4    |
| K   | I can collaborate with my classmates to improve our work.   | -     | 88.6% | -     | -     |
| K   | I can speak my truth to tell others how I'm feeling.  | 52.2% | -     | -     | -     |
| 1   | I can be an active team member.   | -     | 87.3% | -     | -     |
| 1   | I can collaborate with my teachers and classmates by following directions and taking care of our community. | -     | -     | -     | 77.0% |
| 1   | I can speak my truth to tell others how I'm feeling.  | -     | -     | 70.1% | -     |
| 2   | I can be an active team member  | 67.5% | 57.1% | -     | -     |
| 2   | I can use kind words to solve conflicts.  | 66.2% | -     | -     | -     |
| 3   | I can put myself in someone else's shoes.   | 62.7% | 69.2% | 61.5% | 66.2% |

### Qualitative Evidence

PCSB reviewers observed the following qualitative evidence in support of this goal.

Mundo Verde PCS provides a comprehensive academic program characterized by a full Spanish immersion program for grades PK-K and two-way English/Spanish immersion for the elementary grades to an ethnically and racially diverse student population. Classrooms provided students with an enriched language-specific environment where students from PreK-3rd grade answered complex questions in fluid Spanish. Student work in the classrooms and hallways demonstrated the linguistic abilities of the students and the school's goal of promoting sustainability. In the hallways signs and banners are presented in both Spanish and English.<sup>22</sup>

...

The QSR team saw students make use of "Peace Corners" in many classrooms as a way to self-regulate behaviors. Aspects of Responsive Classroom such as morning meeting and class norms (generated and signed by students and referenced by teachers) were in place across all grade levels. In one observation students practiced greeting each other in Spanish by waving [hello] and hugging. In another classroom the teacher helped students communicate through a disagreement using words and prompts on the wall to speak respectfully and work out their conflict.<sup>23</sup>

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<sup>22</sup> See Appendix G, p. 4.

<sup>23</sup> See QSR, p. 6.

## **5. The school culture will celebrate life-long learning and the school will be a trusted learning community.**

Assessment: **Mundo Verde PCS met this goal.** The school notes that “[t]he primary indicator of our achievement of this goal is the time and resources dedicated to fostering, sharing, and celebrating learning beyond the classroom with staff, families, and the broader education community.”<sup>24</sup> Mundo Verde PCS submitted a description of numerous ways it has established this culture of learning – including professional development programming and family engagement activities – that are summarized below. Mundo Verde PCS has improving CLASS scores, and qualitative evidence supports this goal has been met.

### Biannual Celebrations of Learning

Each Mundo Verde PCS student participates in two Learning Expeditions per year, each of which “culminate in a community-wide Celebration of Learning...[where] students display their work throughout the building and often lead presentations of their learning for an audience of staff and families, and sometime external experts.”<sup>25</sup>

### Professional Development and Teacher Retention

Mundo Verde PCS’s professional development programming includes:

- 3-4 Week Summer Institute for teachers;
- Weekly professional development;
- Daily common planning time;
- Grade-level professional learning communities;
- Teacher leadership opportunities;
- Teacher coaching cycles; and
- Professional development with outside organizations.<sup>26</sup>

### Mundo Verde PCS’s Participation in Education Community

The school describes ways it has collaborated in the education community:

- Established partnership with American University’s School of Education through which teachers participate in coursework towards Certificate or Masters in Bilingual Education, with Mundo Verde PCS serving as site for international teachers in training to visit.

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<sup>24</sup> See Mundo Verde PCS submission regarding school cultural goal, attached to this report as Appendix L.

<sup>25</sup> See Appendix L.

<sup>26</sup> See Appendix L. See Mundo Verde PCS 2013-14 and 2014-15 professional development calendars, attached to this report as Appendix M.

- Recognized by the non-profit Ashoka as a “Changemaker” school for its programming that cultivated changemaker skills in students – empathy, teamwork, leadership, and problem-solving.
- Presented on expeditionary learning practices at Expeditionary Learning Schools Conference in 2012, 2013, and 2014
- Presented on its sustainability work at the National Green Schools Conference in 2011, 2012, and 2013
- Presented on language immersion and biliteracy at national conferences in 2013, 2014, and 2015

### CLASS Outcomes

All DC charter early childhood programs are assessed by independent reviewers using the Classroom Assessment Scoring System (“CLASS”) tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures emotional support, classroom organization, and instructional support. Each indicator is scored on a scale from 1-7, with a target of six for the Emotional Support and Classroom Organization indicators, and a target of four for the Instructional Support indicator. While Mundo Verde PCS scored below this target in Instructional Support, its performance in this area increased from 2013-14 to 2014-15.

| <b>Mundo Verde PCS CLASS Performance</b> |         |         |
|--|---------|---------|
|  | 2013-14 | 2014-15 |
| Emotional Support                        | 5.8     | 6.3     |
| Classroom Organization                   | 5.3     | 6.0     |
| Instructional Support                    | 1.9     | 2.3     |

### Qualitative Evidence

The following qualitative evidence was observed in support of this goal.

Mundo Verde PCS’s focus on expeditions and extended day course offerings allow students to develop skills, knowledge and hobbies to be life-long learners. In third grade students studied water using physical maps and readings to answer the question, “Where in the World is Water.” Signs in the hallway promote extended day programs such as chess and Girls on the Run. Observers saw parents model what it means to be a life-long learner through participation in monthly information sessions at the school and volunteer work in the gardens.<sup>27</sup>

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<sup>27</sup> See Appendix G, pp. 6-7.

**6. The school will be led by an active Board of Directors that will work with the Executive Director and Principal to run Mundo Verde effectively.**

Assessment: **Mundo Verde PCS met this goal.** The school's record supports that it met this goal. Meeting minutes from the school's board of trustees are detailed and focused on consistent reflection and improvement in academic, operational, and fiscal areas. Several subcommittees are in place, focusing on governance, internal operations and compliance, and academic achievement. The school also in its first five years of operation, found a permanent facility, partnered with four other language immersion schools to create DC International, and expanded the number of students it serves without jeopardizing the educational quality and integrity of its mission and academic program.

Qualitative Evidence

The following qualitative evidence was observed by a PCSB staff member attending a Mundo Verde PCS Board of Trustees meeting on May 21, 2015.

The board began with a “mission moment” to connect the board to the school's mission, where the board watched and then discussed a short video of third grade students engaged in a “right to read” project, involving researching, writing, and recording a podcast about a literary hero.

Representatives from the board's finance committee presented financial statements and long-term forecasts, comparing these projections with PCSB's indicators of fiscal strength. Representatives from the board's academic committee presented a newly designed “dashboard”, ...a summary snapshot of many key metrics...related to academic, culture, and programmatic quality.

The board reviewed an annual report prepared by an independent entity tracking the school's progress against its sustainability goals, discussing priorities for improvement over the coming year. Members of the board's governance committee reported on recruitment for future board members, the board's partnership with Charter Board Partners, and the impending retirement of some board members due to term limits. The board also discussed an upcoming board self- assessment.<sup>28</sup>

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<sup>28</sup> See Appendix G, pp. 8-9.

**7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and Board members.**

Assessment: **Mundo Verde PCS met this goal.** The school describes in its 2014-15 annual report that it “actively works to promote equity and inclusion for all students and families and is particularly proud of the economic, racial, and ethnic diversity of its school’s leadership, teaching team, and student body.”<sup>29</sup> The school has a diverse student body, and its staff retention rate is high.

Diversity Rates

Student and staff diversity rates are detailed in the below tables.

| Student Diversity Rates |                  |                        |       |          |       |
|-------------------------|------------------|------------------------|-------|----------|-------|
| Year                    | African-American | Asian/Pacific Islander | White | Hispanic | Other |
| 2011-12                 | 23.6%            | 3.3%                   | 34.1% | 39.0%    | 0.0%  |
| 2012-13                 | 19.4%            | 3.0%                   | 27.8% | 44.7%    | 5.1%  |
| 2013-14                 | 20.1%            | 1.5%                   | 29.6% | 44.9%    | 4.0%  |
| 2014-15                 | 24.5%            | 1.2%                   | 30.2% | 39.1%    | 4.9%  |

| Student Diversity Rates |            |                           |                   |
|-------------------------|------------|---------------------------|-------------------|
| Year                    | Low Income | English Language Learners | Special Education |
| 2011-12                 | 29.3%      | 31.7%                     | 4.1%              |
| 2012-13                 | 33.3%      | 27.0%                     | 8.4%              |
| 2013-14                 | 35.4%      | 27.7%                     | 6.6%              |
| 2014-15                 | 34.0%      | 27.0%                     | 6.6%              |

| Staff Diversity Rates |                  |                        |       |          |
|-----------------------|------------------|------------------------|-------|----------|
| Year                  | African-American | Asian/Pacific Islander | White | Hispanic |
| 2012-13               | 7%               | 5%                     | 37%   | 51%      |
| 2013-14               | 5%               | 5%                     | 37%   | 53%      |

| Teacher Retention Rates |                |
|-------------------------|----------------|
| Year                    | Retention Rate |
| 2011-12                 | 88.9%          |
| 2012-13                 | 100.0%         |
| 2013-14                 | 85.0%          |
| 2014-15                 | 85.0%          |

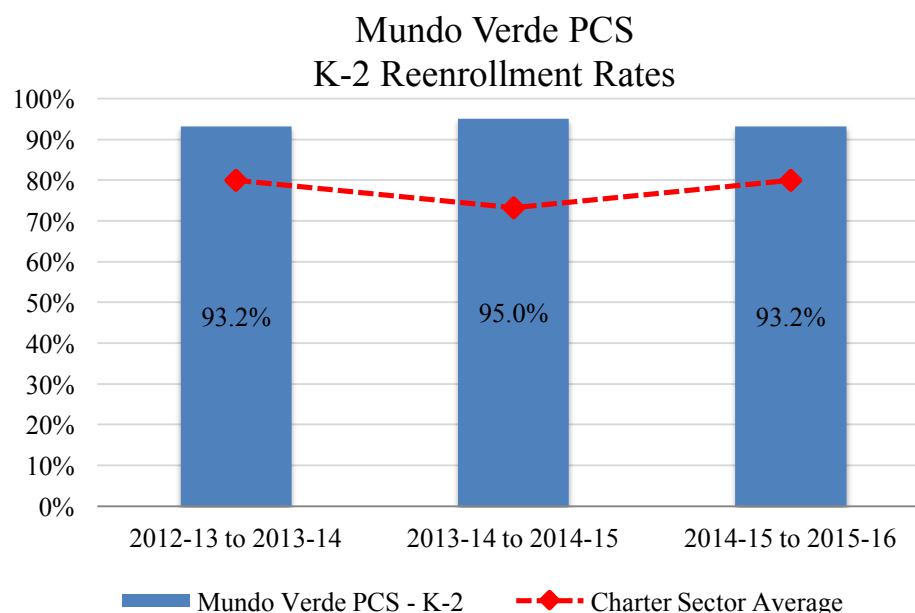
<sup>29</sup> See Appendix K, p. 4.

**8. The school will be financially sustainable.**

Assessment: **Mundo Verde PCS met this goal.** Mundo Verde PCS has been identified as a high fiscal-performing school by PCSB since its inception. The school has remained financially stable while nearly doubling its enrollment over the last three years. Mundo Verde PCS has maintained positive operating cash flows and has strong liquidity. A detailed assessment of the school’s fiscal sustainability can be found in the fiscal section of this report on page 29.

**9. Families will have positive views of Mundo Verde and be involved in their child’s education.**

Assessment: **Mundo Verde PCS met this goal.** Mundo Verde PCS’s high reenrollment rates indicate parent satisfaction with the school. Through a partnership with the Flamboyant Foundation, Mundo Verde PCS began tracking its parent engagement efforts in 2014-15. It reports that 80% of its families received a home visit from Mundo Verde PCS teacher or staff member, and that on average 80% of families participated actively in parent teacher conferences and celebrations of learning. Mundo Verde PCS describes in its annual reports how parents are involved with the school community, and qualitative evidence also supports that the school met this goal.



| Family Attendance at annual Student Learning Exhibition |  |                                   |
|---|--|-----------------------------------|
| Year  | Target   | Target Met?                       |
| 2011-12   | 85% of families will attend the 2011-12 Student Learning Exhibition. | Yes.<br>97% of families attended. |

### Parent Involvement

Two to three Room Parents volunteer in each Mundo Verde PCS classroom, and organize a welcome event at the beginning of the school year, monthly birthday celebrations, and teacher appreciation activities.<sup>30</sup> The Mundo Verde Padres is the school's parent association. In its 2013-14 annual report, Mundo Verde PCS describes some of the group's work and accomplishments, including:

- The MVP Curriculum Committee “organized workshops facilitated by teachers to help families understand Common Core Standards and Social-Emotional Learning.”<sup>31</sup>
- The MVP Health and Wellness, and Sustainability Committees evaluated the school's performance according to the School Health Index created by the Centers for Disease Control and Prevention, and based on this evaluation made recommendations for improvement to be implemented over the next school year.<sup>32</sup>
- The MVP Fundraising Committee organized several events, including a DC United family day, holiday photo session, and events at local restaurants.<sup>33</sup>
- The MVP Community Support Committee organized several events, including a Fall Fun Run, Spring Clothing Swaps, and Community Building Day.

### Qualitative Evidence

The following qualitative evidence was observed in support of this goal.

The QSR team saw parents actively participating in the education of their children...The QSR team observed parents working in the school garden and helping teachers in the classroom. The parent bulletin board highlights room parent participation and an updated schedule with upcoming family events.

The school hosts a monthly parent information session called “Charla” where staff informs parents about an aspect of the school...The QSR team observed 23 parents participate in Charla to learn about the school's health and wellness policy in both English and Spanish. The teachers also conduct home visits to build relationships with families and inform decisions for each individual child's education. A chart in the hallway indicates that nearly 100% of homes were visited.<sup>34</sup>

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<sup>30</sup> See Appendix B, p. 9.

<sup>31</sup> See Appendix B., p. 9.

<sup>32</sup> See Appendix B, p. 9.

<sup>33</sup> See Appendix B, p. 9.

<sup>34</sup> See Appendix G pp. 7-8.



**10. The school will not only teach, but also act in accord with its mission and values, operating in an environmentally, socially and financially sustainable manner – and will report to stakeholders against established sustainability metrics.**

Assessment: **Mundo Verde PCS met this goal.** The school has been recognized for its sustainability practices, and it annually publishes a report on its sustainability practices as measured by the Education for Sustainability Audit, developed by the Australia Sustainable Schools Initiative.

Recognition for its Sustainability Practices

Mundo Verde PCS has been recognized several times for its sustainability practices.

- In 2013 Mundo Verde PCS was one of 64 schools across the United States recognized as a Green Ribbon School by the federal Department of Education.<sup>35</sup> “Green Ribbon Schools are recognized for managing energy, water and waste to reduce their environmental impact; creating healthy learning environments and fostering wellness practice; and providing effective environmental education that prepares students to succeed in the 21st century.”<sup>36</sup>
- In 2013 Mundo Verde PCS was named one of nine winners of the 2013 DC Mayor’s Sustainability Awards, for “demonstrating outstanding achievements and leadership in sustainable practices.”<sup>37</sup>

Education for Sustainability Audit

Each year, a panel of Mundo Verde PCS staff and external reviewers assess the school’s performance according to the Education for Sustainability Audit, which measures the school’s performance in twelve domains: (1) vision and values; (2) school governance; (3) school planning; (4) review of Education for Sustainability activity; (5) professional learning; (6); teaching and learning; (7) curriculum integration; (8) porting on learning outcomes; (9) student voice and engagement; (10) school network; (11) school community networks and partnerships; and (12) recognition and promotion of successful action.<sup>38</sup>

The school has met all targets it set regarding this audit from 2011-12 through 2014-15.

| Education for Sustainability Audit |   |  |
|------------------------------------|---|--|
| Year                               | Target  | Target Met?  |
| 2011-12                            | The school will be ranked at least “starting to implement” a whole school approach to sustainability according to the Education for Sustainability audit. | <b>Yes.</b><br>The school was ranked at least “starting to implement” on all elements. |

<sup>35</sup> See Appendix B, p. 4.

<sup>36</sup> See Appendix B, p. 4.

<sup>37</sup> See Appendix I, p. 21.

<sup>38</sup> See Appendix B, pp. 30-31.

|         |  |  |
|---------|--|--|
| 2012-13 | The school will attain “achieving” on at least 60% of the 12 domains of the rubric (7 of 12) on the Education for Sustainability Audit observation tool. | <b>Yes.</b><br>The school attained “achieving” on 66.7% of the 12 domains of the rubric (8 of 12). |
| 2013-14 |  | <b>Yes.</b><br>The school attained “achieving” on 75.0% of the 12 domains of the rubric (9 of 12). |
| 2014-15 |  | <b>Yes.</b><br>The school attained “achieving” on 75.0% of the 12 domains of the rubric (9 of 12). |

### New Facility

Mundo Verde PCS’s renovations to its new facility support that the school has met this goal. Features of the school’s new facility include:

- Outdoor classrooms and gardens;
- Reuse, recycling, and compost center;
- Storm water management system to capture and repurpose storm water; and
- Daylight harvesting light sensors.<sup>39</sup>

**11a. On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.**

**11b. On average, kindergarten through second-grade students will attend school 92% of the days.**

Assessment: **Mundo Verde PCS met this goal.** It met its attendance targets each of the past four years.

| Pre-kindergarten Attendance Targets                  |  |  |
|--|--|--|
| Year   | Target   | Target Met?  |
| 2011-12  | On average, pre-kindergarten-3 and -4 students will attend school 88% of the days. | <b>Yes.</b><br>The average daily attendance was 93.8%. |
| 2012-13  |  | <b>Yes.</b><br>The average daily attendance was 97.0%. |
| 2013-14  |  | <b>Yes.</b><br>The in-seat attendance was 94.9%.       |
| Kindergarten through Second Grade Attendance Targets |  |  |

<sup>39</sup> See Appendix B, p. 13.

| <b>Year</b> | <b>Target</b>  | <b>Target Met?</b>                                     |
|-------------|--|--|
| 2011-12     | On average, kindergarten through second grade students will attend school 92% of the days. | <b>Yes.</b><br>The average daily attendance was 94.7%. |
| 2012-13     |  | <b>Yes.</b><br>The average daily attendance was 97.4%. |
| 2013-14     |  | <b>Yes.</b><br>The average daily attendance was 95.2%. |

## SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least 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.”<sup>40</sup> 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.

| <b>Compliance Item</b>  | <b>Description</b>  | <b>School’s Compliance Status<br/>2011-12 to present<sup>41</sup></b> |
|---|---|---|
| <b>Fair enrollment process</b><br>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   |
| <b>Notice and due process for suspensions and expulsions</b><br>D.C. Code § 38-1802.06(g) | DC charter school discipline policies must afford students due process <sup>42</sup> and the school must distribute such policies to students and parents.  | Compliant since 2011-12   |
| <b>Student health and safety</b><br>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. <sup>43</sup> To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul> | Compliant since 2011-12   |

<sup>40</sup> D.C. Code § 38.1802.12(c).

<sup>41</sup> See Washington Latin PCS 2010-11 – 2014-15 Compliance Reports, attached to this report as Appendix N.

<sup>42</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>43</sup> D.C. Code § 38.1802.04 (c)(4)(A).

|   |  |                         |
|---|--|-------------------------|
| <b>Equal employment</b><br>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 |
| <b>Insurance</b><br>As required by the school's charter   | A DC charter school must be adequately insured.  | Compliant since 2011-12 |
| <b>Facility licenses</b><br>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 |
| <b>Highly Qualified Teachers</b><br>Elementary and Secondary Education Act ("ESEA")                 | DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.   | Compliant since 2011-12 |
| <b>Proper composition of board of trustees</b><br>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 |
| <b>Accreditation Status</b><br>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 2011-12 |

### **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 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 did not submit two qualifying contracts in 2012-13 but was in full compliance in 2013-14.

| <b>Year</b> | <b>Qualifying contracts executed by school</b> | <b>Corresponding documentation submitted to PCSB</b> |
|-------------|--|--|
| 2011-12     | 2  | 2  |
| 2012-13     | 2  | 0  |
| 2013-14     | 8  | 8  |

### **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<sup>44</sup> (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes Mundo Verde PCS’ 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 Mundo Verde PCS’ special education compliance are summarized below. OSSE has not yet published an On-Site Monitoring report regarding the school’s compliance.

#### **(1) Annual Determinations**

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.<sup>45</sup> 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. In 2014, OSSE published its 2011 Annual Determination reports (based on the school’s 2011-12 performance).

Mundo Verde PCS’s Annual Determination compliance performance is detailed in the table below.<sup>46</sup>

| <b>Year</b> | <b>Percent compliant with audited special education federal requirements</b> | <b>Determination Level</b> |
|-------------|--|----------------------------|
| 2012        | 106% <sup>47</sup>   | Meets Requirements         |
| 2013        | 91%  | Meets Requirements         |

<sup>44</sup> 20 USC §1413(a)(5).

<sup>45</sup> As required by federal regulation 34 CFR § 300.600(c).

<sup>46</sup> See Mundo Verde PCS annual determination reports, attached to this report as Appendix O.

<sup>47</sup> 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.

## (2) Special Conditions Determinations (Quarterly Findings)

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

**Mundo Verde PCS is evaluated in its timeliness in adhering to initial and reevaluation timelines, and has been fully compliant in these areas.**

| 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

With compliance requirements pursuant to 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 2014, the Blackman Jones Database shows Mundo Verde 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.<sup>48</sup>

As part of the charter review process, PCSB reviewed Mundo Verde 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**

Mundo Verde PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data analyzed for this review dates back to the 2012 fiscal year ("FY"), the school's first year of operation. Mundo Verde PCS has been identified as a high fiscal-performing school by PCSB since its inception. In the evaluations of FY12 and FY13, the school's results across all metrics were higher than the Indicators of Concern. In the evaluation of FY14, the school fell below the Indicator of Concern for negative cash flows over the past three years; this was the only area where the school fell below the Indicator of Concern. The school has remained financially stable while nearly doubling its enrollment over the last three years. Given this, Mundo Verde PCS currently does not warrant any concerns regarding long-term economic viability or fiscal mismanagement based on the information currently available to PCSB.

#### **FINANCIAL OVERVIEW**

The following table provides an overview of Mundo Verde PCS's financial information over the past three fiscal years. Enrollment has grown 124% to 274 students FY14 from 122 students in FY12. In January 2014, the school assumed approximately \$13.2 million in debt to finance renovations to its new facility. The school's debt level is sustainable considering its increasing enrollment – it plans to grow to its enrollment ceiling of 635 students by the 2016-17 school year. Also, by the end of FY14, the school had contributed \$8.6M to its debt reserves. The size of the reserves demonstrates the school's ability balance program growth and financial management.

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<sup>48</sup> See D.C. Code § 38-1802.13(b).



|   | Audit Year   |              |               |
|---|--------------|--------------|---------------|
|   | 2012         | 2013         | 2014          |
| Audited Enrollment                                | 122          | 237          | 274           |
| Total DC Funding Allocation                       | \$ 2,405,822 | \$ 3,849,872 | \$ 4,505,377  |
| Total Federal Entitlements and Funding            | \$ 315,113   | \$ 249,727   | \$ 860,188    |
| Unrestricted Cash and Cash Equivalents on 6/30/14 | \$ 733,061   | \$ 1,759,977 | \$ 654,779    |
|   |              |              |               |
| Total Assets                                      | \$ 1,098,429 | \$ 2,189,167 | \$ 17,862,853 |
| Total Current Assets                              | \$ 1,008,406 | \$ 1,855,809 | \$ 9,549,494  |
| Total Liabilities                                 | \$ 155,003   | \$ 711,655   | \$ 16,031,853 |
| Total Current Liabilities                         | \$ 155,003   | \$ 711,655   | \$ 2,876,782  |
| Net Asset Position                                | \$ 943,426   | \$ 1,477,512 | \$ 1,831,000  |
|   |              |              |               |
| Total Revenues                                    | \$ 3,029,859 | \$ 4,896,663 | \$ 5,981,732  |
| Total Expenses                                    | \$ 2,259,349 | \$ 4,362,577 | \$ 5,628,244  |
| Change in Net Assets                              | \$ 770,510   | \$ 534,086   | \$ 353,488    |

## **SPENDING DECISIONS**

The following table provides an overview of the school's spending decisions over the past three years. Spending levels for salaries and benefits as a portion of revenues have increased to 61% in FY14 from 46% in FY12, in line with the school's growing student population. Spending levels in other categories have remained stable. While the school's operating margins have decreased significantly, the 6% operating margin is aligned with the average for the sector.

|                                       | Audit Year   |              |              |
|---------------------------------------|--------------|--------------|--------------|
|                                       | 2012         | 2013         | 2014         |
| Total Personnel Salaries and Benefits | \$ 1,380,934 | \$ 2,620,927 | \$ 3,635,851 |
| Total Direct Student Costs            | \$ 156,390   | \$ 359,995   | \$ 314,286   |
| Total Occupancy Expenses              | \$ 293,283   | \$ 599,295   | \$ 687,125   |
| Total Office Expenses                 | \$ 299,358   | \$ 415,833   | \$ 425,866   |
| Total General Expenses                | \$ 129,384   | \$ 366,527   | \$ 565,116   |
| Operating Surplus/(Deficit)           | \$ 770,510   | \$ 534,086   | \$ 353,488   |
| as a percent of revenue               |              |              |              |
| Total Personnel Salaries and Benefits | 46%          | 54%          | 61%          |
| Total Direct Student Costs            | 5%           | 7%           | 5%           |
| Total Occupancy Expenses              | 10%          | 12%          | 11%          |
| Total Office Expenses                 | 10%          | 8%           | 7%           |
| Total General Expenses                | 4%           | 7%           | 9%           |
| Operating Surplus/(Deficit)           | 25%          | 11%          | 6%           |

## **ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES**

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

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

## **FISCAL MANAGEMENT**

**The school has not engaged in a pattern of fiscal mismanagement.** The school has had consistently clean audits over the past three years. Mundo Verde PCS employs a full-time finance manager and began contracting with a back office services provider in November 2014. The school's financial statements are audited by McQuade Brennan, LLP.

## **ECONOMIC VIABILITY**

**The school is economically viable and has built a strong financial position in its first years of operation.** Audited enrollment increased 124% from FY2012 to FY2014. Over that time period, revenues increased by 97%, and expenses increased by 149%. While the expense growth has outpaced revenue growth, the school continues to have healthy operating margins. These margins contribute to the school's long-term financial stability. The following tables provide a summary of financial results for the past three fiscal years.

### **Financial Performance**

PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's operating surplus or deficit – the difference 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")<sup>49</sup>, a measure of a school's operating cash flows. Based on these measures, **Mundo Verde PCS has consistently maintained positive operating cash flows and operating surpluses.**

|                                | Indicator<br>of Concern | Audit Year |            |            |
|--------------------------------|-------------------------|------------|------------|------------|
|                                |                         | 2012       | 2013       | 2014       |
| Operating Surplus/(Deficit)    | < 0                     | \$ 770,510 | \$ 534,086 | \$ 353,488 |
| Earnings Before Depreciation   | < 0                     | \$ 789,606 | \$ 661,081 | \$ 535,599 |
| Aggregated 3-Year Total Margin | < -1.5%                 | N/A        | N/A        | 11.9%      |

### 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<sup>50</sup> and its days of cash on hand.<sup>51</sup> The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet these obligations is in doubt. **Mundo Verde PCS's current ratio has consistently remained above 1.0, which is an indicator of the school's ability to meet its immediate financial obligations.** At the end of FY14, the current ratio was 3.3.

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. Mundo Verde PCS's cash balance decreased to 42 days in FY14 from 117 days in FY12. While this is a negative trend, the school's cash balance remains above the PCSB threshold. **The school has sufficient cash to remain financially viable in the short-term.**

|                      | Indicator<br>of Concern | Audit Year |      |      |
|----------------------|-------------------------|------------|------|------|
|                      |                         | 2012       | 2013 | 2014 |
| Current Ratio        | < 0.5                   | 6.5        | 2.6  | 3.3  |
| Days of Cash On Hand | < 30                    | 117        | 145  | 42   |

### 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<sup>52</sup> and the modified debt service<sup>53</sup> ratio. The

<sup>49</sup> EBAD is the change in net assets plus amortization and depreciation.

<sup>50</sup> A school's current ratio is its current assets divided by current liabilities.

<sup>51</sup> "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.

<sup>52</sup> Debt Ratio equals the total debt divided by the total assets.

table below shows the school's debt burden increasing over the past three years. The new debt is being used to renovate the facility the school relocated to at the beginning for the 2014-2015 school year.

The modified debt service ratio was introduced in FY2014 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 school's debt payments. Anything greater than 15% is a cause for concern. The school's current modified debt service ratio is 14.3%. As the school continues to increase its enrollment and revenues, PCSB expects this ratio to decline. Accordingly, **Mundo Verde PCS's debt levels and payments are not a cause for concern.**

|                             | Indicator  | Audit Year |      |       |
|-----------------------------|------------|------------|------|-------|
|                             | of Concern | 2012       | 2013 | 2014  |
| Debt Ratio                  | > 0.92     | 0.14       | 0.33 | 0.90  |
| Modified Debt Service Ratio | > 15.0%    | N/A        | N/A  | 14.3% |

#### Sustainability

A school's net assets<sup>54</sup> and primary reserve ratio are indicators of its long-term sustainability.<sup>55</sup> PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures, and PCSB would be concerned with net assets reserves below zero. **Mundo Verde PCS's metrics are reflective of a sustainable school and remained above 25% for each of the past three years.** At the end of FY14, the net asset position was equal to nearly 4 months of operating expenditures.

|                       | Indicator  | Audit Year |              |              |
|-----------------------|------------|------------|--------------|--------------|
|                       | of Concern | 2012       | 2013         | 2014         |
| Net Asset Position    | < 0        | \$ 943,426 | \$ 1,477,512 | \$ 1,831,000 |
| Primary Reserve Ratio | < 0.00     | 0.42       | 0.34         | 0.33         |

<sup>53</sup> Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

<sup>54</sup> Net Assets equals total assets minus total liabilities.

<sup>55</sup> Primary Reserve Ratio equals total net assets divided by total annual expenses.

## **VII. Sample Invitation Letter for Board-to-Board Meeting**

February 25, 2015

[REDACTED]  
Board Chair  
[REDACTED]  
Washington, DC [REDACTED]

Dear [REDACTED],

As you know, the DC Public Charter School Board (“PCSB”) released its 2014 Performance Management Framework (PMF) earlier this winter. We are concerned that those results showed that your [REDACTED] campus had a score of 37.6%, only 2.6 points above being a Tier 3 school and nearly ten points lower than the previous year’s PMF score.

While [REDACTED] PCS’ 5-year review is two years away, since [REDACTED] PCS adopted the PMF as its goals and academic achievement expectations, please be mindful of the Elect PMF as Goals Policy, which provides, in relevant part:

“In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during this review.”

We are also concerned with [REDACTED] Public Charter School’s math Median Growth Proficiency-rate, which was only 39.3%, one of the lowest in the charter sector. Additionally, there was an overall drop in math proficiency from 58.7% to 35.7%. Prior to 2014, [REDACTED] PCS was performing higher than the sector average in reading and math, but now school’s performance is below the charter sector average in both subjects.

There has also been a decline in the year-to-date attendance rate as compared to the same time period last year. Through December 31, 2014, [REDACTED] had an 86.9% in-seat attendance rate and [REDACTED] had an 88.9% in-seat attendance rate. In comparison, during the same time period in 2013, [REDACTED] had a 90.3% in-seat attendance rate as one campus.

We understand that significant changes were made to [REDACTED] PCS's leadership at the start of this school year as a result of growing concern among board members of the school's performance. Unfortunately, amidst these leadership changes, staff and board wrestled with allegations of enrollment fraud, having an unlicensed daycare program, and general lack of strong instruction, all of which was confirmed by the results from the 2014 PMF.

Because it is PCSB's policy to meet with schools that are showing signs of low performance in academic and other key metrics, we would like to discuss the issues raised in this letter with you at a board-to-board meeting.

Please contact Ella Krivitchenko at [ekrivitchenko@dcpcsb.org](mailto:ekrivitchenko@dcpcsb.org) or 202.328.2669 by Monday, March 2<sup>nd</sup>, and let her know if members of your Board are available for a meeting on Monday, March 16<sup>th</sup> or Tuesday, March 17<sup>th</sup> at 8:30am at PCSB offices. Thank you in advance for your immediate attention to this request.

Sincerely yours,

A handwritten signature in black ink, appearing to be 'SP' with a stylized flourish.

Scott Pearson

Cc: [REDACTED]

## **VIII. Sample Script from Mystery Caller Program**



## 2014 Mystery Shopping Script

**Background for the caller:** the reason we are conducting these calls is to determine if schools are discriminating against students with disabilities in the application and enrollment process. Below is a script you should read through but not read aloud while in the interview. You will need to customize it to make it natural for you. The point of the call is get answers to the questions below. Make sure that you get the name of the person answering your questions.

- Can my niece apply to your school?
- What do I have to do to enroll her for next year?
- Where can I get an application? And when is the deadline?
- Is there anything else I need to bring with me when I come to drop off the application?

**Scenario:** You are the guardian (aunt/ uncle) of a 5<sup>th</sup> grade girl (10 years old) who has recently come to live with you. It's your sister's child and things at home aren't good. Your sister has had some problems and there's nowhere else for your niece to live. You think your niece has an IEP, or some sort of disability, and you don't know what to do. You believe the current school is not doing enough to serve her because it seems like the problem is getting worse. At the current school, your niece is pulled out to go to counseling but it's not making a difference.

You want to get her into the charter school for the next school year, 2014-15.

Your name is \_\_\_\_\_

Your child's name is \_\_\_\_\_.

Below is a SAMPLE script. Please customize to make this a natural conversation for you.

---

Hello, my name is \_\_\_\_\_ and I'm trying to find out how to get my niece into your school next year.

**Who I am speaking to?** \_\_\_\_\_

She's not doing so well at the school he's in now. She has a learning disability and they're not helping her at all. What do I need to do to apply? *(depending on the staff person's answer, proceed)* Do I need to bring anything before I submit the application? When will I find out if she gets in?

*Note: You may want to select the name of the school your fictional child currently attends (in case school asks)—make sure it's the grade level of the age of your child.*

Age for script for other grades:

| Grade            | Age   |
|------------------|-------|
| Pre-K-4          | 4     |
| Kindergarten     | 5-6   |
| 1 <sup>st</sup>  | 6-7   |
| 2 <sup>nd</sup>  | 7-8   |
| 3 <sup>rd</sup>  | 8-9   |
| 4 <sup>th</sup>  | 9-10  |
| 5 <sup>th</sup>  | 10-11 |
| 6 <sup>th</sup>  | 11-12 |
| 7 <sup>th</sup>  | 12-13 |
| 8 <sup>th</sup>  | 13-14 |
| 9 <sup>th</sup>  | 14-15 |
| 10 <sup>th</sup> | 15-16 |

Make notes on the google doc:

<https://docs.google.com/spreadsheet/ccc?key=0AkiwQDlnKrSMdDVBYnNnOHJYWVVvSUtuX2NCcVZBaHc&usp=sharing#gid=0>

| 2013-14 DC Charter Schools | Date (1st call) | Caller (PCSB staff) | School Staff who received call | Possible Violation? (Yes/No) | If yes--what was said?<br>Possible Violations: info requested on SPED status, IEP, race, ethnicity, home language, citizenship, academic history, family income; student will be interviewed; family is encouraged to try a different school; also note if school is accepting applications outside common application/ lottery |
|----------------------------|-----------------|---------------------|--------------------------------|------------------------------|---|
| ABC Public Charter School  | 2/10/14         | Rashida K           | Mary                           | No                           |   |
| XYZ Public Charter School  | 2/11/14         | Tim                 | Tony                           | Yes                          | Suggested the campus across the street works better with students who have IEPs   |

FYI, for schools participating in Common Application

- Deadline for High School (9-12<sup>th</sup>) on Common Application: Feb. 3
- Deadline for PK—8<sup>th</sup> on Common Application: March 3
- To see list of schools participating in common App: <http://www.myschooldc.org/schools/>