



2015-16 Ten-Year Charter Review Report

Washington Latin Public Charter School

January 27, 2016

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a ten-year charter review of the Washington Latin Public Charter School, Inc. (“Washington Latin PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*¹

Washington Latin PCS adopted the Performance Management Framework (“PMF”) as its goals and student achievement expectations (“goals”) and has fully met all of its goals. Washington Latin PCS – High School is one of few charter school campuses to score Tier One all four years that DC PCSB has used the High School PMF (“HS PMF”). Washington Latin PCS – Middle and High School students consistently outperform their peers in both reading and math achievement as measured by the state assessment.

The school has neither materially violated the law nor its charter, and is in strong fiscal health. Based on these findings, the DC PCSB Board voted 6 - 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.”² 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.³

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

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code § 38-1802.12(a)(3).

³ D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Washington Latin PCS began operation in 2005 under authorization from the District of Columbia Public Charter School Board (“DC PCSB”) and serves students in grades five through twelve. Its mission is “to provide a challenging, classical education that is accessible to students throughout the District of Columbia.”⁴ All students study Latin, and students may choose to also study French, Arabic, or Chinese starting in the eighth grade. The school describes its classical curriculum as being grounded in four elements:

- (1) Moral Issues - Teachers identify the major moral questions that arise within their curricula, and students respond to these moral questions through class activities including Socratic Seminars.
- (2) Academic Indices - facts and ideas that are critical for Washington Latin PCS students to know and understand before they graduate.
- (3) Common Core Standards – taught within the Washington Latin PCS curriculum.
- (4) Teacher Choice - Teachers identify their own areas of strength and interest, and they teach facts and skills to students in the content of their curricula.⁵

During the fall of 2015, DC PCSB conducted two very positive Qualitative Site Reviews at the middle school and high school campuses. At the middle school campus:

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.

At the high school campus, the observations were similarly strong:

The QSR team scored 86% of the observations as distinguished or proficient in the Classroom Environment domain. Students were well behaved and respectful of their teachers and peers... The QSR team scored 81% of the observations as distinguished or proficient in the Instruction domain. In many observations students had the opportunity and ability to drive their learning through in-depth, thoughtful discussions. Teachers used effective instructional strategies for differentiation including: scaffolding challenging content; use of overhead projectors and videos for visual supports; repetition of directions and information;

⁴ See 2013-14 Annual Report, attached to this report as Appendix A

⁵ See 2013-14 Annual Report, p. 2.

breaking down long-term assignments into smaller, more manageable chunks; and use of software such as Noodle Tools and Google Drives for completion of long-term research and writing assignments.

PMF Outcomes

In 2014, the school selected the Performance Management Framework (“PMF”) as its goals and academic achievement expectations, which establishes minimum PMF scores as the school’s goals. The school’s overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, and re-enrollment – are summarized in the following table:

| Grade Levels | 2015-16 Student Enrollment | 2010-11 PMF | 2011-12 PMF | 2012-13 PMF | 2013-14 PMF |
|---------------------|-----------------------------------|------------------------|------------------------|------------------------|------------------------|
| 5-8 | 362 | 79.3% Tier 1 | 71.5% Tier 1 | 65.2% Tier 1 | 59.4% Tier 2 |
| 9-12 | 321 | 76.1% Tier 1 | 80.8% Tier 1 | 87.0% Tier 1 | 82.2% Tier 1 |

As further described below, the school had consistently strong results in almost all of the components of the PMF. Particularly notable were the proficiency rate in both reading and math, which were well above average, not only overall, but for many subgroups such as black, Hispanic, and economically disadvantages students, as well as for students with disabilities. Proficiency rates for students with disabilities were among the highest in the District.

One area of weakness was the year-to-year student growth, as calculated through a “median growth percentile” (MGP), where the typical school has a result of 50. In both 2012-13 and 13-14 the school’s MGP was well below the state average, both overall and for most subgroups.

With respect to the school’s goals, Washington Latin PCS exceeded the minimum threshold of at least 50% on the PMF in two of the three academic years preceding the review assessment, and not under 45% on PMF for any of the five academic years preceding the assessment, and thus met its goals and academic achievement expectations.

Previous Charter Review

In the 2011-12 school year, PCSB conducted a five-year review of Washington Latin PCS, finding that the school had met all academic standards in place at the time, had not materially violated applicable laws or its charter, and had met the review’s fiscal standard. It was noted that both of the school’s campuses had achieved Tier One status on the 2010-11 PMF. Based on these findings, the PCSB Board granted Washington Latin PCS full charter continuance on January 23, 2012.

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 renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the “Charter”).

In April 2014, Washington Latin PCS amended its charter to adopt the elementary/middle school (“ES/MS”) (now inclusive of early childhood and referred to as the “EC/ES/MS”) and high school (“HS”) PMFs as the goals and academic expectations for its middle school and high school campuses, respectively.

The chart below summarizes PCSB’s determinations of whether each academic program met their respective goals and academic expectations. These determinations are further detailed in the body of this report.

| | Goals and Academic Expectations | Met? |
|---|---|-------------|
| 1 | Washington Latin PCS will be deemed to have met its middle school goals and expectations at its tenth year review if it earns at least 50% on the ES/MS PMF in two of the three academic years preceding the review assessment, and not under 45% on the ES/MS PMF for any of the five academic years preceding the assessment. | Yes |
| 2 | Washington Latin PCS will be deemed to have met its high school goals and expectations at its tenth year review if it earns at least 50% on the HS PMF in two of the three academic years preceding the review assessment, and not under 45% on the HS PMF for any of the five academic years preceding the assessment. | Yes |

MIDDLE SCHOOL CAMPUS
Fifth through Eighth Grades

1. **Goal:** Washington Latin PCS will be deemed to have met its middle school goals and expectations at its tenth year review if it earns at least 50% on the ES/MS PMF in two of the three academic years preceding the review assessment, and not under 45% on the ES/MS PMF for any of the five academic years preceding the assessment.

Assessment: Washington Latin PCS’s middle school campus met its goals and academic expectations. The following table provides an overview of the middle school campus’s PMF performance. The school’s middle school PMF trends are detailed on the following pages. Qualitative evidence observed by PCSB as part of its Qualitative Site Review support the strength of this campus’s academic programming. DC charter schools did not receive a score on the 2014-15 PMF, given the District of Columbia’s transition from the DC CAS to the PARCC assessment.

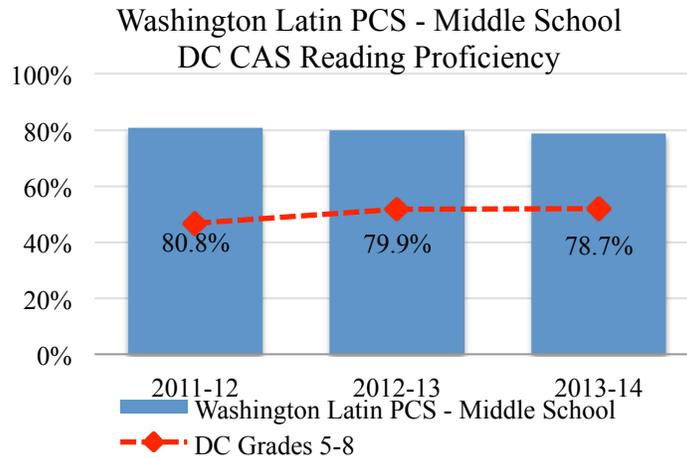
| Washington Latin PCS – Middle School Campus PMF Performance | | | |
|--|------------------------|------------------------|------------------------|
| 2010-11 PMF | 2011-12 PMF | 2012-13 PMF | 2013-14 PMF |
| 79.3% | 71.5% | 65.2% | 59.4% |
| Tier 1 | Tier 1 | Tier 1 | Tier 2 |

Washington Latin PCS – Middle School PMF Outcomes

The below data are the outcomes included in the school’s 2011-12 through 2014-15 PMFs.

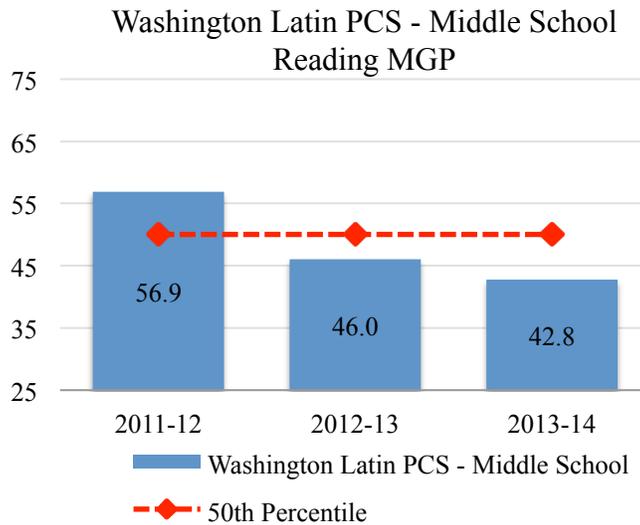
Reading Proficiency

Washington Latin PCS – Middle School’s overall and subgroup reading proficiency was above the state average from 2011-12 through 2013-14. In 2014-15, the state switched to the Partnership for the Assessment of Readiness for College and Career (“PARCC”) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses, per a “Hold Harmless” amendment approved by the DC PCSB Board in 2014.



Reading Growth

An MGP (median growth percentile) of 50 indicates that a school’s students have “average” year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Washington Latin PCS – Middle School’s reading MGP was 56.9 in 2011-12, but decreased over the following two years, with the school scoring an overall reading MGP of 42.8 in 2013-14.



Reading Subgroup Outcomes

Reading proficiency outcomes across subgroups have exceeded the state average by 20+ percentage points over the past three years. Yet, an achievement gap exists within the school, with white students outperforming black and Hispanic students in reading proficiency and growth.

| Washington Latin PCS – Grades 5-8 Subgroup Reading Proficiency | | | | | | |
|---|----------------------|-------|----------------------|-------|----------------------|-------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Washington Latin PCS | State | Washington Latin PCS | State | Washington Latin PCS | State |
| Black Students | 67.3% | 41.7% | 68.6% | 46.3% | 63.1% | 46.6% |
| Hispanic Students | 85.7% | 49.2% | 67.7% | 56.0% | 60.0% | 53.9% |
| White Students | 94.4% | 90.2% | 92.6% | 91.9% | 96.0% | 94.7% |
| Students with Disabilities | 47.1% | 15.6% | 67.7% | 20.8% | 53.6% | 21.6% |
| Economically Disadvantaged | 64.3% | 39.1% | 56.5% | 45.1% | 60.5% | 44.6% |
| Male | 77.3% | 40.9% | 76.9% | 44.9% | 79.7% | 46.3% |
| Female | 83.9% | 52.2% | 82.7% | 58.6% | 77.8% | 58.9% |

| Washington Latin PCS – Grades 5-8 Subgroup Reading MGP | | |
|---|---------|---------|
| | 2012-13 | 2013-14 |
| Black Students | 38.6 | 33.0 |
| Hispanic Students | 49.8 | 43.9 |
| White Students | 51.1 | 49.9 |
| Students with Disabilities | 47.1 | 33.9 |
| Economically Disadvantaged | 44.1 | 33.1 |
| Male | 44.1 | 43.2 |
| Female | 49.2 | 42.5 |

Qualitative Evidence

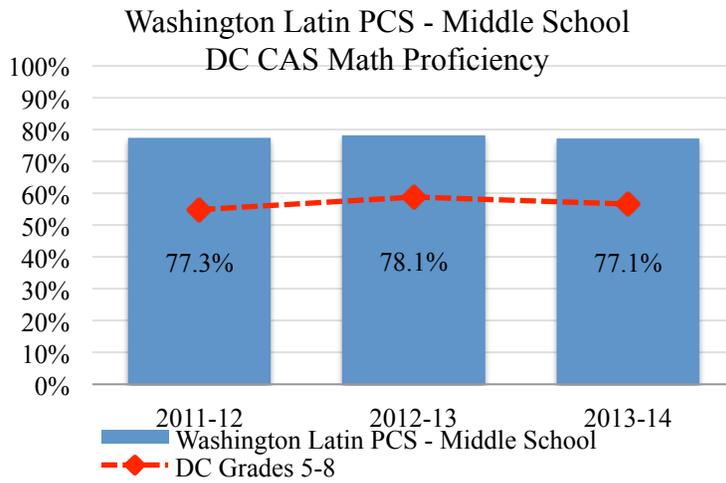
In September and October 2015, PCSB conducted an on-site Qualitative Site Review of Washington Latin PCS – Middle School, and observed the following in support of this goal:

Across classrooms students discussed current articles and readings related to content specific goals and read independently without any prompting from teachers... 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.⁶

Math Proficiency

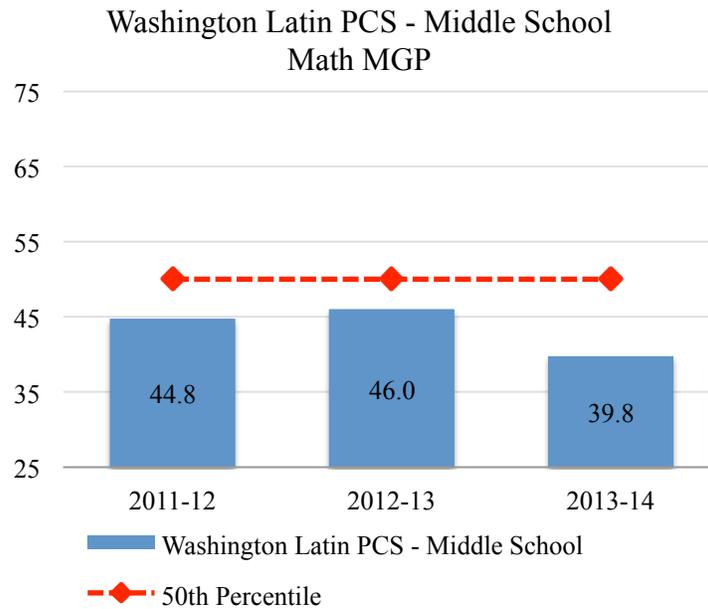
Washington Latin PCS – Middle School’s overall and subgroup math proficiency was above the state average from 2011-12 through 2013-14. In 2014-15, the state switched to the Partnership for the Assessment of Readiness for College and Career (“PARCC”) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses, per a “Hold Harmless” amendment approved by the DC PCSB Board in 2014.

⁶ See Washington Latin PCS – Middle School Qualitative Site Review, attached to this report as Appendix B



Math Growth

Washington Latin PCS – Middle School’s math MGP was below the fiftieth percentile from 2011-12 through 2013-14, with the math MGP dropping to 39.8 in 2013-14.



Subgroup Math Outcomes

Washington Latin PCS – Middle School’s subgroup math outcomes are in line with its reading outcomes – the school’s subgroups have a higher rate of proficiency than the state average, but a math proficiency gap exists between the school’s white and minority subgroups. In line with the school’s drop in math MGP, the school’s subgroups have MGPs under 50.0, with a gap in growth between the school’s white and minority students.

| Washington Latin PCS – Grades 5-8 Subgroup Math Proficiency | | | | | | |
|--|----------------------|-------|----------------------|-------|----------------------|-------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Washington Latin PCS | State | Washington Latin PCS | State | Washington Latin PCS | State |
| Black Students | 62.3% | 48.4% | 63.9% | 51.4% | 65.6% | 51.0% |
| Hispanic Students | 77.1% | 59.8% | 67.7% | 62.7% | 52.0% | 62.2% |
| White Students | 94.4% | 88.7% | 94.1% | 91.6% | 90.7% | 94.1% |
| Students with Disabilities | 52.9% | 20.2% | 67.7% | 25.9% | 42.9% | 25.8% |
| Economically Disadvantaged | 63.1% | 47.5% | 53.2% | 50.9% | 60.5% | 50.1% |
| Male | 75.6% | 49.3% | 75.7% | 53.6% | 77.5% | 53.9% |
| Female | 78.6% | 57.0% | 80.3% | 59.7% | 76.7% | 60.3% |

| Washington Latin PCS – Grades 5-8 Subgroup Math MGP | | |
|--|---------|---------|
| | 2012-13 | 2013-14 |
| Black Students | 43.8 | 35.5 |
| Hispanic Students | 36.0 | 38.7 |
| White Students | 50.5 | 45.2 |
| Students with Disabilities | 45.3 | 43.6 |
| Economically Disadvantaged | 39.9 | 33.3 |
| Male | 46.5 | 40.8 |
| Female | 45.0 | 38.3 |

Qualitative Evidence – Math

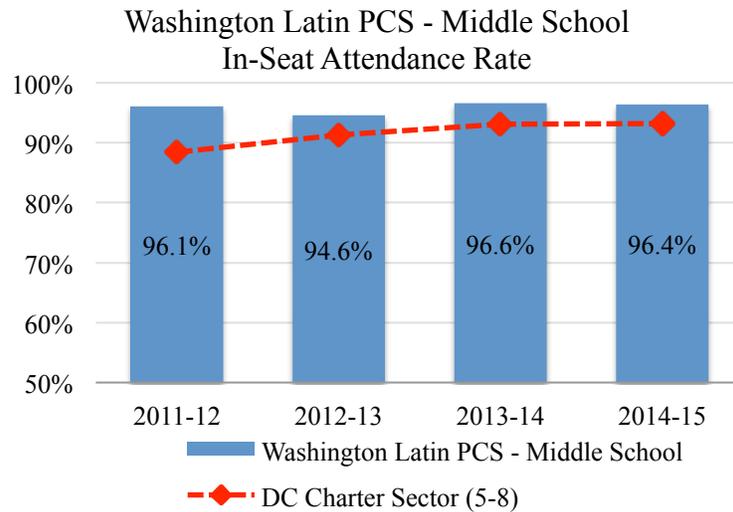
PCSB reviewers observed the following in fall 2015:

Observers saw students learn multiple methods for solving math problems along with opportunities for enrichment. In one 5th grade math class, students demonstrated fluency with multiplication that they built upon with classwork and assignments... 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 the teacher did and classmates were able to explain that it still worked because of the commutative property with little assistance from teacher.⁷

⁷ See middle school QSR

Attendance

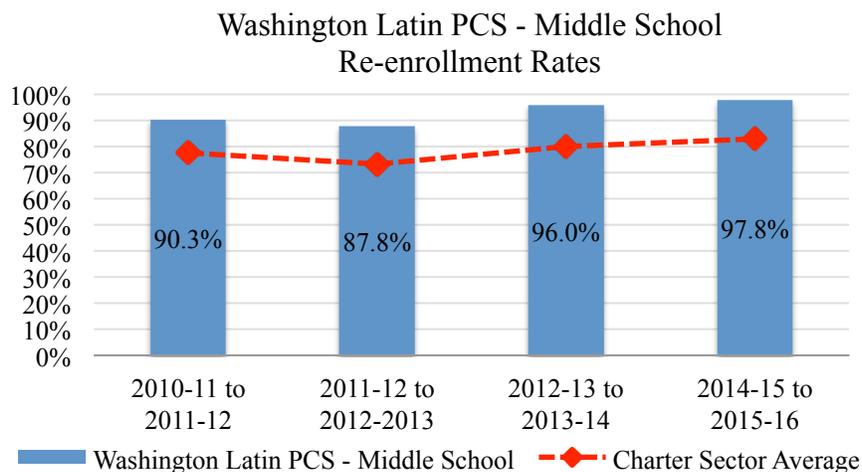
Washington Latin PCS's in-seat attendance rate has exceeded the sector average for the past four years.



Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

Washington Latin PCS – Middle School's re-enrollment rate has been above the sector average over the past four years, and approached 100% in the most recent year. This is one of the highest re-enrollment rates in the charter sector and speaks volumes for family satisfaction with the school and its culture and academic program.



HIGH SCHOOL CAMPUS
Ninth through Twelfth Grades

2. **Goal:** Washington Latin PCS will be deemed to have met its high school goals and expectations at its tenth year review if it earns at least 50% on the HS PMF in two of the three academic years preceding the review assessment, and not under 45% on the HS PMF for any of the five academic years preceding the assessment.

Assessment: Washington Latin PCS’s high school campus met its goals and academic expectations. The following table provides an overview of the high school campus’s PMF performance. DC charter schools did not receive a score on the 2014-15 PMF, given the District of Columbia’s transition from the DC CAS to the PARCC assessment. The school’s high school PMF trends are detailed on the following pages. Qualitative evidence observed by PCSB as part of its Qualitative Site Review support the strength of this campus’s academic programming.

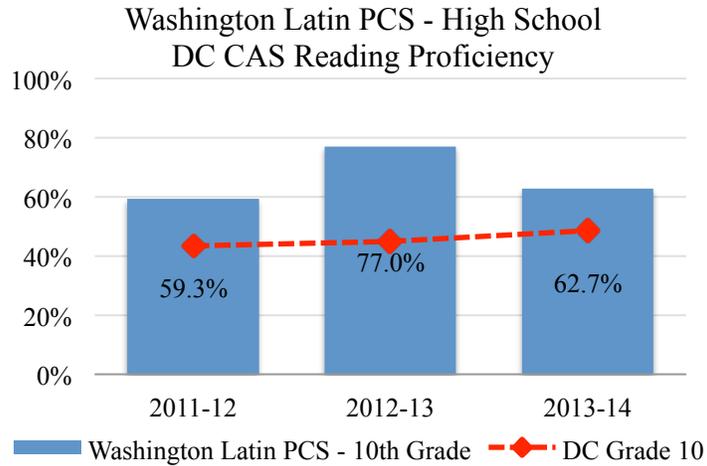
| Washington Latin PCS – High School Campus PMF Performance | | | |
|--|------------------------|------------------------|------------------------|
| 2010-11 PMF | 2011-12 PMF | 2012-13 PMF | 2013-14 PMF |
| 76.1% | 80.8% | 87.0% | 82.2% |
| Tier 1 | Tier 1 | Tier 1 | Tier 1 |

Washington Latin PCS – High School PMF Outcomes

The below data are the outcomes included in the school’s 2011-12 through 2014-15 PMFs.

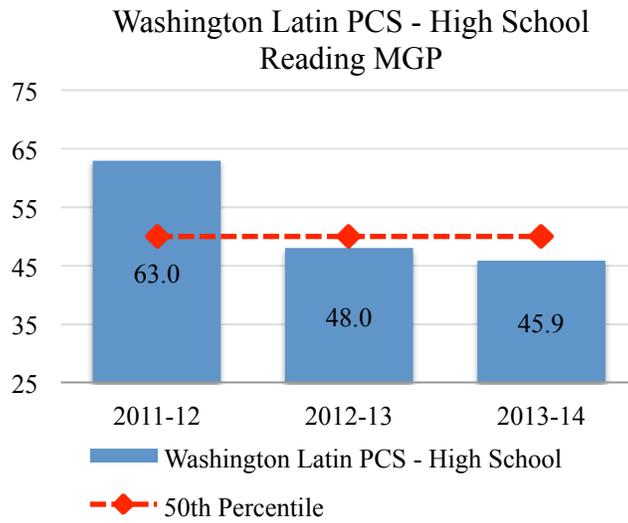
Reading Proficiency

Washington Latin PCS – High School’s overall and subgroup reading proficiency was above the state average from 2011-12 through 2013-14. As stated above, in 2014-15, the state switched to the Partnership for the Assessment of Readiness for College and Career (“PARCC”) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses, per a “Hold Harmless” amendment approved by the DC PCSB Board in 2014.



Reading Growth

Washington Latin PCS – High School’s reading MGP was 63.0 in 2011-12, but decreased over the following two years, with the school scoring an overall reading MGP of 45.9 in 2013-14.



Reading Subgroup Outcomes

Washington Latin PCS – High School’s subgroups outperform the state average in reading proficiency (except for the school’s white students in 2013-14). Similar to Washington Latin PCS – Middle School’s outcomes, there is an achievement gap between the school’s white and black students in reading proficiency and growth.

| Washington Latin PCS – Grade 10 Subgroup Reading Proficiency | | | | | | |
|---|----------------------|-------|----------------------|-------|----------------------|-------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Washington Latin PCS | State | Washington Latin PCS | State | Washington Latin PCS | State |
| Black Students | 57.1% | 40.7% | 70.7% | 40.7% | 55.0% | 45.9% |
| Hispanic Students | 58.3% | 44.6% | 81.8% | 50.1% | <10 | 48.9% |
| White Students | <10 | 91.0% | <10 | 91.0% | 81.3% | 90.6% |
| Students with Disabilities | <10 | 14.2% | <10 | 13.9% | <10 | 15.2% |
| Economically Disadvantaged | 58.1% | 38.8% | 72.0% | 37.6% | 54.5% | 41.6% |
| Male | 59.3% | 38.1% | 84.2% | 38.9% | 61.8% | 41.7% |
| Female | 60.6% | 48.3% | 73.8% | 50.6% | 63.8% | 56.4% |

| Washington Latin PCS – Grade 10 Subgroup Reading MGP | | |
|---|---------|---------|
| | 2012-13 | 2013-14 |
| Black Students | 42.8 | 42.0 |
| Hispanic Students | 48.7 | 39.8 |
| White Students | <10 | 62.0 |
| Students with Disabilities | <10 | 37.5 |
| Economically Disadvantaged | 50.9 | 47.6 |
| Male | 52.3 | 45.8 |
| Female | 47.1 | 46.6 |

Qualitative Evidence – Reading

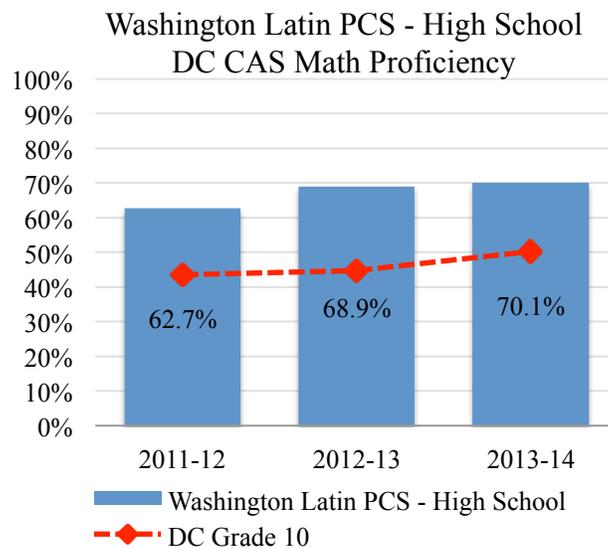
DC PCSB reviewers observed the following in support of this goal:

Students were given multiple ways to access materials, such as watching a video and reading a printed transcript of a speech. Pacing was appropriate to allow for intellectual engagement and students were able to work at their pace, moving on to new assignments when ready. There were multiple groupings of students within some classrooms, such as half the students participating in a Socratic seminar and the other half taking notes

and drawing inferences. In some observations students were able to drive the content of the discussion through their questioning and inferences, leading to very high engagement and enthusiasm for the content.⁸

Math Proficiency

Washington Latin PCS – High School’s overall and subgroup math proficiency was above the state average from 2011-12 through 2013-14. As stated above, in 2014-15, the state switched to the Partnership for the Assessment of Readiness for College and Career (“PARCC”) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses, per a “Hold Harmless” amendment approved by the DC PCSB Board in 2014.

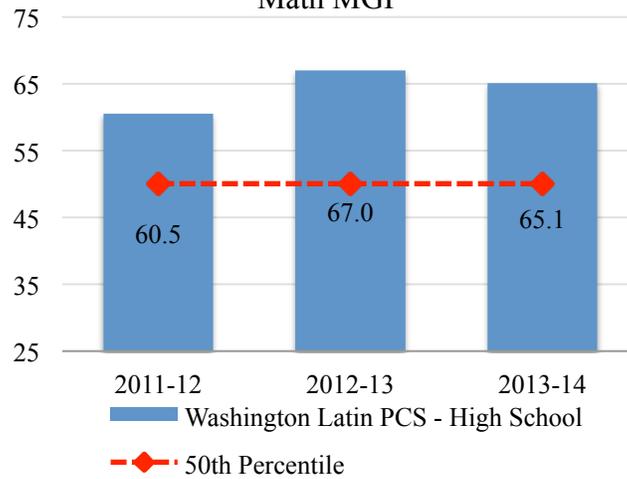


Math Growth

Washington Latin PCS – High School’s math MGP was above the fiftieth percentile from 2011-12 through 2013-14.

⁸ See High School Qualitative Site Review, pp. 11-12, attached to this report as Appendix C

Washington Latin PCS - High School
Math MGP



Math Subgroup Outcomes

Washington Latin PCS – High School’s subgroup math outcomes are in line with its reading outcomes – the school’s subgroups have a higher rate of proficiency than the state average, but an achievement gap exists between the school’s white and black subgroups. The school’s subgroups all have math growth rates that are 60.0 or higher.

| Washington Latin PCS – Grade 10 Subgroup Math Proficiency | | | | | | |
|--|----------------------|-------|----------------------|-------|----------------------|-------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Washington Latin PCS | State | Washington Latin PCS | State | Washington Latin PCS | State |
| Black Students | 58.5% | 40.3% | 58.5% | 40.4% | 60.0% | 47.3% |
| Hispanic Students | 66.7% | 45.7% | 81.8% | 50.2% | <10 | 51.6% |
| White Students | <10 | 86.9% | <10 | 88.2% | 93.8% | 92.1% |
| Students with Disabilities | <10 | 14.4% | <10 | 16.1% | <10 | 18.3% |
| Economically Disadvantaged | 67.7% | 38.9% | 60.0% | 37.5% | 77.3% | 44.2% |
| Male | 66.7% | 42.4% | 78.9% | 41.8% | 67.6% | 45.6% |
| Female | 59.4% | 44.6% | 64.3% | 47.5% | 72.7% | 56.0% |

| Washington Latin PCS – Grade 10 Subgroup Math MGP | | |
|--|---------|---------|
| | 2012-13 | 2013-14 |
| Black Students | 57.6 | 60.3 |
| Hispanic Students | 81.0 | 73.3 |
| White Students | <10 | 79.4 |
| Students with Disabilities | <10 | 44.7 |
| Economically Disadvantaged | 62.6 | 61.8 |

Qualitative Evidence – Math

PCSB reviewers observed the following in support of this goal:

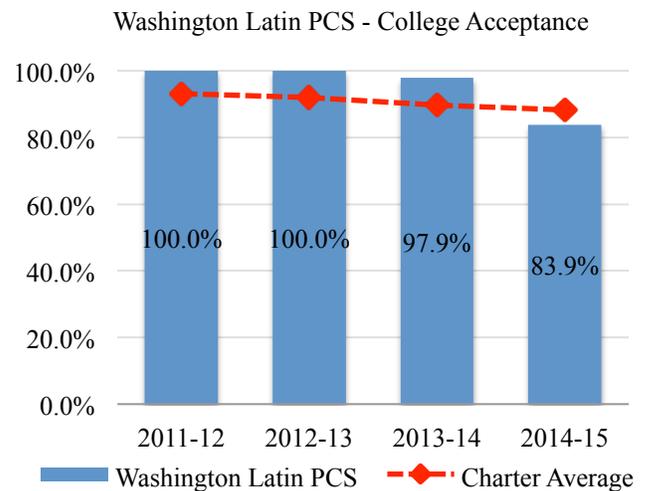
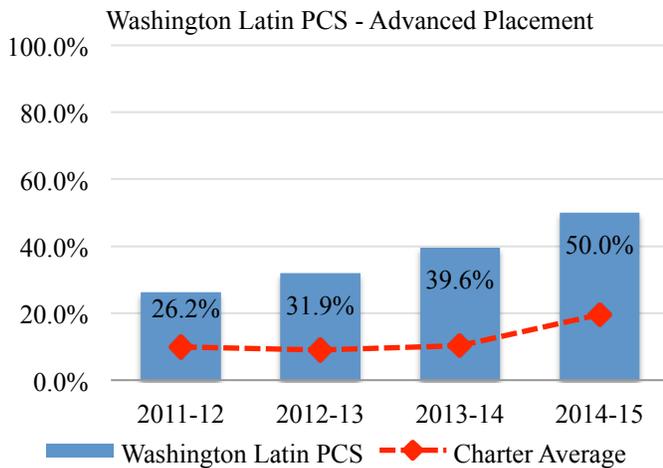
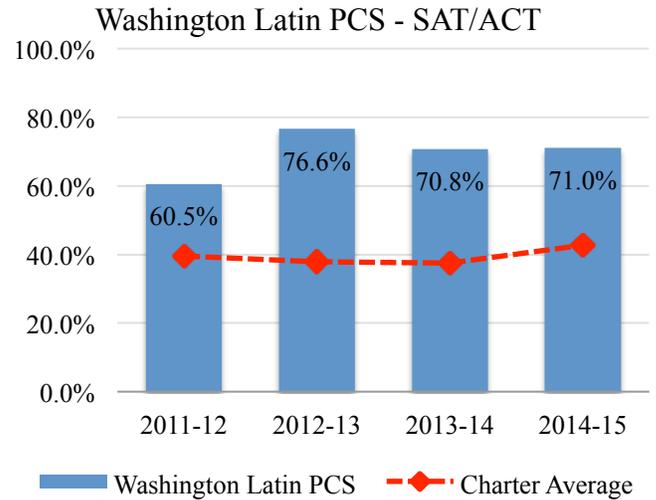
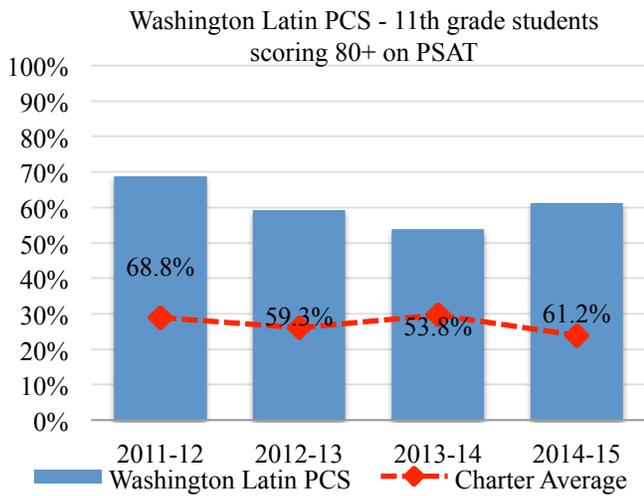
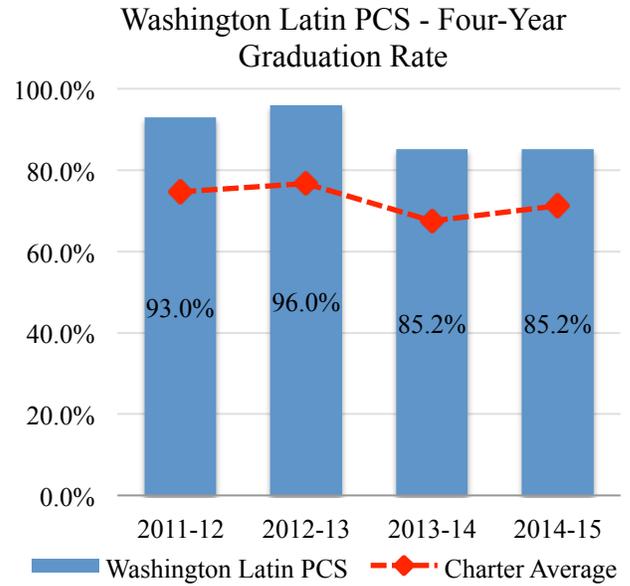
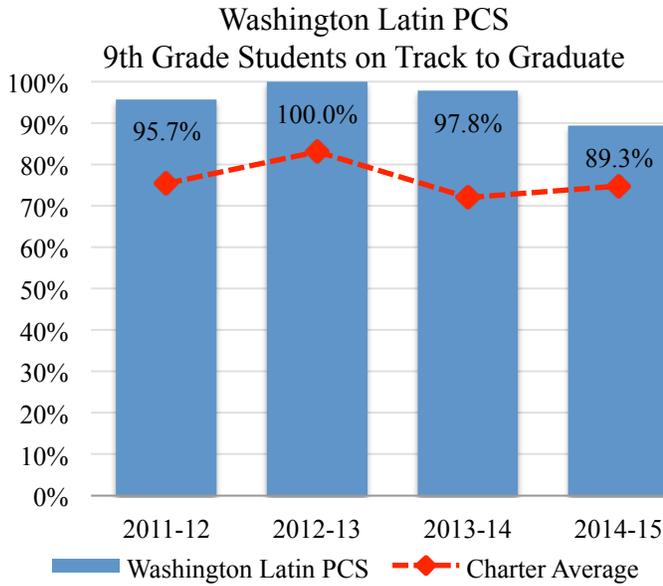
English language arts and math classes offered content that was on or above grade level. The quality of teaching and learning was very high in most classes. Students engaged in tasks that required higher order thinking skills including synthesis, evaluation, and analysis with enthusiasm and energy. In math labs in particular, students seemed to have the opportunity to work at their own pace.⁹

High School PMF Metrics

The following table details how DC PCSB measures various high school metrics. As detailed in the graphs below, Washington Latin PCS – High School performs above the DC charter sector average in each of these indicators (with the exception of its 2014-15 college acceptance rate).

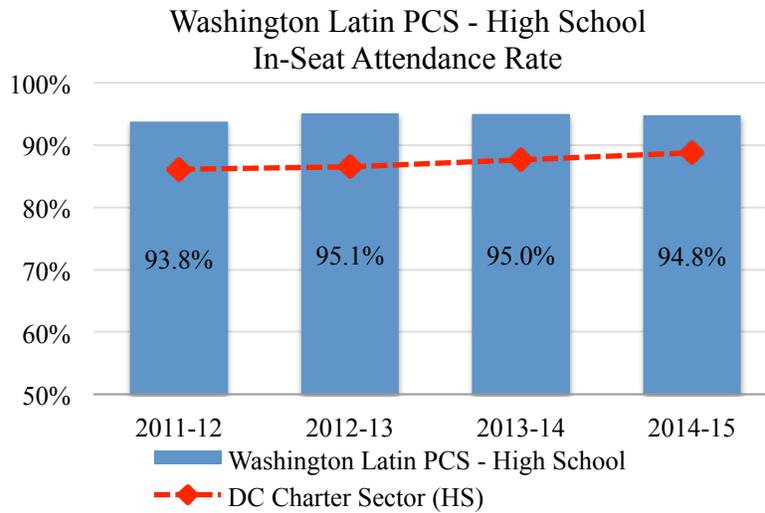
| Indicator | Notes |
|--|---|
| Ninth grade students on track to graduate | DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years. |
| PSAT | DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT |
| SAT | DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT. |
| Advanced Placement (“AP”), International Baccalaureate (“IB”), dual enrollment | DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students. |
| High School graduation rate | DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort’s ninth grade class. |
| College Acceptance | DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program. |

⁹ Washington Latin PCS – High School QSR.



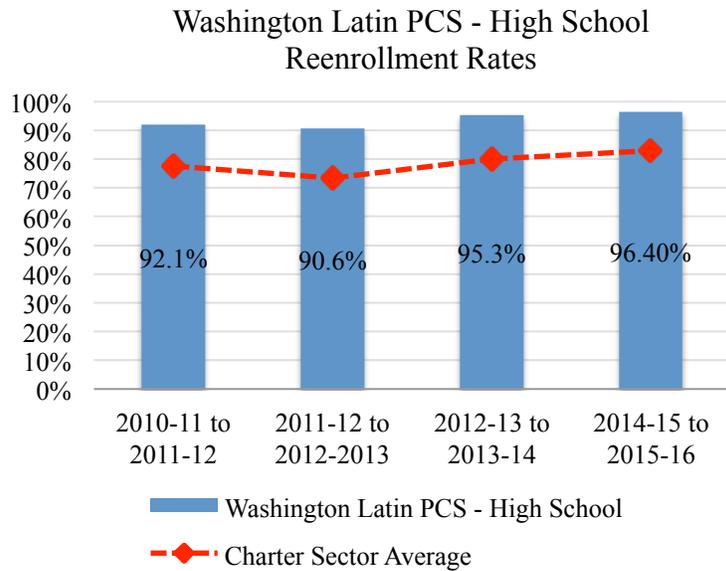
Attendance

Washington Latin PCS – High School’s in-seat attendance rate has exceeded the sector average for the past four years.



Reenrollment

Washington Latin PCS – High School’s reenrollment rate has been above the sector average over the past four years, and approached 100% in the most recent year.



SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”¹⁰ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2011-12 to the time of this report’s publication.

| Compliance Item | Description | School’s Compliance Status 2011-12 to present¹¹ |
|---|---|---|
| Fair enrollment process D.C. Code § 38-1802.06 | DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. | Compliant since 2011-12 |
| Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g) | DC charter school discipline policies must afford students due process ¹² and the school must distribute such policies to students and parents. | Compliant since 2011-12 |
| Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651 | The SRA requires DC charter schools to maintain the health and safety of its students. ¹³ 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"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. | Compliant since 2011-12 |

¹⁰ D.C. Code § 38.1802.12(c).

¹¹ See Washington Latin PCS 2010-11 – 2014-15 Compliance Reports, attached to this report as Appendix D

¹² See *Goss v. Lopez*, 419 U.S. 565 (1975).

¹³ D.C. Code § 38.1802.04 (c)(4)(A).

| | | |
|---|--|-------------------------|
| Equal employment D.C. Code § 38-1802.04(c)(5) | A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations. | Compliant since 2011-12 |
| Insurance As required by the school's charter | A DC charter school must be adequately insured. | Compliant since 2011-12 |
| Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq. | A DC charter school must possess all required local licenses. | Compliant since 2011-12 |
| Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA") | DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA. | Compliant since 2011-12 |
| Proper composition of board of trustees D.C. Code § 38-1802.05 | A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school. | Compliant since 2011-12 |
| Accreditation Status D.C. Code § 38-1802.02(16) | A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA. | Compliant since 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.

In FY2011, the school's auditor issued findings to the school for not complying with the SRA's requirements regarding qualifying procurement contracts. Since that time, the school has been in compliance with this requirement.

| Year | Qualifying contracts executed by Washington Latin PCS | Corresponding documentation submitted to PCSB |
|-------------|--|--|
| 2011-12 | 10 | 6 |
| 2012-13 | 3 | 3 |
| 2013-14 | 3 | 3 |
| 2014-15 | 16 | 12 |

The DC PCSB Board approved the Submission of Procurement Contracts and Board of Trustees’ Meeting Minutes policy in May 2014, and amended it in September 2015. As such, 2014-15 was considered an adoption year, and schools were not held to the Interventions outlined in the policy.

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 Act¹⁴ (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes the school’s special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

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

(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.¹⁵ Each year’s report is based on compliance data collected a few years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2015, OSSE published its FFY 2013 Annual Determination reports (based on the school’s 2013-14 performance). Washington Latin PCS’s Annual Determination compliance performance is detailed in the table below.¹⁶ 2014 Annual Determinations had not been published at the time of this review.

| Year | Percent compliant with audited special education federal requirements | Determination Level |
|-------------|--|----------------------------|
|-------------|--|----------------------------|

¹⁴ 20 USC §1413(a)(5).

¹⁵ As required by federal regulation 34 CFR § 300.600(c).

¹⁶ See Capital City PCS Annual Determination Reports, attached to this report as Appendix E

| | | |
|------|--------------------|--------------------|
| 2010 | 102% ¹⁷ | Meets Requirements |
| 2011 | 89% | Meets Requirements |
| 2012 | 92% | Meets Requirements |
| 2013 | 81% | Meets Requirements |

(2) On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 95% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEA’s are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.)¹⁸

In 2015, OSSE published an on-site Compliance Monitoring Report of Washington Latin PCS based on the school’s performance in 2010-11.¹⁹ The school was required to implement corrections in the following areas and have since corrected all identified areas.

| On-Site Monitoring Report – LEA-Level Compliance | | | |
|---|-------------------------------|--------------------------------|-------------------|
| Compliance Area | Compliant? | Noncompliant indicators | Corrected? |
| Extended School Year | 1 of 1 indicator compliant | N/A | N/A |
| Least Restrictive Environment | 1 of 1 indicator compliant | N/A | N/A |
| Individualized Education Program (“IEP”) | 1 of 1 indicator compliant | N/A | N/A |
| Data | 2 of 2 indicators compliant | N/A | N/A |
| Fiscal | 18 of 18 indicators compliant | N/A | N/A |

¹⁷ The school’s compliance rate is over 100% because OSSE issued “additional points” on this review.

¹⁸ If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

¹⁹ See 2010-11 On-Site Monitoring Report Attachments, attached to this report as Appendix F

| On-Site Monitoring Report – Student-Level Compliance | | | |
|--|-------------------------------|---|------------|
| Compliance Area | Compliant? | Noncompliant indicators | Corrected? |
| Initial Evaluation and Reevaluation | 8 of 8 indicators compliant | N/A | N/A |
| IEP | 12 of 15 indicators compliant | <ul style="list-style-type: none"> • ‘Parent’ meets definition in IDEA regulations • IEP statement of measurable annual related services goal • Implementation of related services | Yes |
| Least Restrictive Environment | 2 of 2 indicators compliant | N/A | N/A |

(3) Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in four areas of timeliness: (1) Initial Evaluation; (2) Reevaluation; (3) Early Childhood Transition (for students entering pre-kindergarten at age 2 and turning 3); and (4) Secondary Transition (for students transitioning from high school). Of these, Washington Latin PCS is evaluated for its compliance related to timely initial and reevaluation, and secondary transition– its outcomes in these areas are detailed in the tables below. The school has since cured all of the below findings, except for the 2014-15 first quarter secondary transition finding.

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

| Quarterly Findings – April 2013 through March 2014 | | | | |
|--|-------------|------------------------|-------------|------------------------|
| | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| Initial Evaluation | Compliant | Compliant | Compliant | Compliant |
| Reevaluation | Compliant | Compliant | Compliant | Compliant |
| Secondary Transition | Compliant | 6 of 8 items compliant | Compliant | 4 of 8 items compliant |

| Quarterly Findings – April 2014 through March 2015 | | | | |
|--|------------------------|-------------|------------------------|------------------------|
| | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| Initial Evaluation | Compliant | Compliant | Compliant | Compliant |
| Reevaluation | Compliant | Compliant | Compliant | Compliant |
| Secondary Transition | 7 of 8 items compliant | Compliant | 6 of 8 items compliant | 2 of 8 items 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 November 2015, the Blackman Jones Database shows Washington Latin 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.²⁰

As part of the charter review process, PCSB reviewed Washington Latin PCS' (“Washington Latin”) 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

Washington Latin is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed as a part of the summary for this review dates back to the 2011 fiscal year (“FY”). In that year, the school was identified as a low fiscal-performing school. This was driven by multiple audit findings, poor liquidity and a high debt burden. Since that time, the school's financial position has improved. Since FY12, Washington Latin has been identified as a moderate to high fiscal-performing school.

In January 2013, the school initiated a New Markets Tax Credit (“NMTC”) transaction. Under this arrangement, a community development finance institution (“CDFI”) matches the school with a pool of investors who lend money to the school in exchange for tax credits. These complex transactions typically follow a seven-year term that usually involves the creation of a subsidiary of the school and the school saving toward a de facto balloon payment, which is usually partially forgiven at the end of the seven-year term. The NMTC transaction complicate the school's financial statements over the seven-year period, as the school's fiscal activity is consolidated with that of the subsidiary, which holds debt related to the transactions.

FINANCIAL OVERVIEW

The following table provides an overview of Washington Latin PCS's financial information over the past four fiscal years. Enrollment has grown 24% over the last four years from 516 students in FY11 to 640 students in FY14. The school's financial assets have increased markedly as the school found a permanent location and began its NMTC in FY13.

²⁰ See D.C. Code § 38-1802.13(b).

| | Audit Year | | | |
|---|--------------|--------------|---------------|---------------|
| | 2011 | 2012 | 2013 | 2014 |
| Audited Enrollment | 516 | 574 | 597 | 640 |
| Total DC Funding Allocation | \$ 6,612,084 | \$ 7,868,516 | \$ 8,375,507 | \$ 9,316,455 |
| Total Federal Entitlements and Funding | \$ 1,055,400 | \$ 839,084 | \$ 2,788,389 | \$ 1,032,052 |
| Unrestricted Cash and Cash Equivalents on 6/30/14 | \$ 258,633 | \$ 671,262 | \$ 12,152,607 | \$ 4,295,869 |
| | | | | |
| Total Assets | \$ 1,012,978 | \$ 1,308,692 | \$ 23,895,693 | \$ 21,367,699 |
| Total Current Assets | \$ 480,770 | \$ 743,912 | \$ 12,717,739 | \$ 5,056,308 |
| Total Liabilities | \$ 1,040,773 | \$ 491,598 | \$ 20,982,571 | \$ 16,919,790 |
| Total Current Liabilities | \$ 1,040,773 | \$ 491,598 | \$ 4,322,571 | \$ 259,790 |
| Net Asset Position | \$ (27,795) | \$ 817,094 | \$ 2,913,122 | \$ 4,447,909 |
| | | | | |
| Total Revenues | \$ 8,257,449 | \$ 9,327,805 | \$ 12,562,906 | \$ 11,662,067 |
| Total Expenses | \$ 7,432,743 | \$ 8,482,916 | \$ 10,466,877 | \$ 10,127,279 |
| Change in Net Assets | \$ 824,706 | \$ 844,889 | \$ 2,096,029 | \$ 1,534,788 |

SPENDING DECISIONS

The below table provides an overview of the school's spending decisions over the past four years. Spending levels for salaries and benefits as well as direct student costs in FY14 were comparable to FY11 spending levels. However, spending on occupancy and office expenses decreased as spending for general expenses has increased. Occupancy expenses decreased because the school no longer rents its facility. The school purchased its current facility in FY13, and the mortgage principal is not captured in occupancy expenses.²¹ Also, since FY11 the school has reduced its reliance on outside consultants – Professional Fees, included in office expenses, decreased from \$0.8M in FY11 to \$0.3M in FY14.

The increase in Washington Latin PCS's general expenses is driven by grant-related spending and interest expense. Washington Latin began recording its grant spending to a line item called "Pass Thru Grant Expense." Grant-related spending for FY13 and FY14 was approximately \$1.6M and \$0.7M, respectively. This line item did not exist in FY11 and FY12, resulting in a significant increase to general expenses. Additionally, the school's interest expense increased \$0.5M in FY14 in relation to its new mortgage.

²¹ Occupancy Expenses are calculated as Rent + Depreciation & Amortization (Facility only) + Interest Expense (Facility only) + Other Occupancy. The principal portion of mortgage payments count as positive assets on the balance sheet, which are depreciated over time.

The shifts in spending reflect the changes in the school’s operational model and funding resources. Nonetheless, the school’s operating margin at the end of FY14 was 13%, higher than the sector average of 5%.

| | Audit Year | | | |
|---------------------------------------|-------------------------|--------------|--------------|--------------|
| | 2011 | 2012 | 2013 | 2014 |
| Total Personnel Salaries and Benefits | \$ 4,366,812 | \$ 5,209,221 | \$ 5,693,867 | \$ 6,041,394 |
| Total Direct Student Costs | \$ 641,253 | \$ 701,191 | \$ 725,800 | \$ 796,944 |
| Total Occupancy Expenses | \$ 1,101,125 | \$ 1,157,968 | \$ 1,083,140 | \$ 481,102 |
| Total Office Expenses | \$ 956,488 | \$ 1,010,567 | \$ 369,622 | \$ 413,836 |
| Total General Expenses | \$ 367,065 | \$ 403,969 | \$ 2,594,448 | \$ 2,394,003 |
| Operating Surplus/(Deficit) | \$ 824,706 | \$ 844,889 | \$ 2,096,029 | \$ 1,534,788 |
| | as a percent of revenue | | | |
| Total Personnel Salaries and Benefits | 53% | 56% | 45% | 52% |
| Total Direct Student Costs | 8% | 8% | 6% | 7% |
| Total Occupancy Expenses | 13% | 12% | 9% | 4% |
| Total Office Expenses | 12% | 11% | 3% | 4% |
| Total General Expenses | 4% | 4% | 21% | 21% |
| Operating Surplus/(Deficit) | 10% | 9% | 17% | 13% |

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Washington Latin PCS indicate the school has not always maintained adequate financial controls. In the FY11 audit, the auditor noted three unresolved findings from FY10 and included a new finding for activity that occurred in the audited year. All of the findings were resolved in FY12. The auditor noted a new finding in FY14, determining the school’s financial records were incomplete and that the school was not executing the necessary reconciliations. This resulted in a \$0.1M audit adjustment. The management’s response included a detailed corrective action plan to implement new financial controls. The auditor will determine if the controls have been implemented properly in the audit for FY15.

| | Audit Year | | | |
|--|-------------|-------------|-------------|------------|
| | 2011 | 2012 | 2013 | 2014 |
| Statement Opinion. Required when auditor finds areas of doubt/questionable matters. | Unqualified | Unqualified | Unqualified | Unmodified |
| Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented. | No | No | No | Yes |
| Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. | No | No | No | No |
| Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds. | Unqualified | Unqualified | Unqualified | Unmodified |
| Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc. | No | No | No | No |
| Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party. | 1 | 0 | 0 | 1 |
| Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected. | 3 | 0 | 0 | 0 |
| Going-Concern Issue. Indicates the financial strength of the school is questioned. | No | No | No | No |
| Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency. | No | No | No | No |

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. Washington Latin PCS is not associated with a management organization. The school employs a full-time director of finance and full-time business manager. The school also works with a back office services provider to support its finance and accounting functions.

ECONOMIC VIABILITY

The school is economically viable and maintains a strong financial position. Audited enrollment increased 24% between FY11 and FY14. Over that time period, revenues increased by 41%, and expenses increased by 36%. The school’s ability to control its expenses is indicative of the school’s financial stability. The following sections review the school’s financial results in four key areas: (a) Operating Performance; (b) Liquidity; (c) Debt Burden; and (d) Sustainability.

Operating Performance

PCSB assesses a school’s operating performance with two key indicators. The first indicator is a school’s “operating result” – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school’s annual operating results are positive. Another indicator of a school’s financial performance is its earnings before depreciation (“EBAD”)²², a measure of a school’s operating cash flows. Based on these measures, Washington Latin PCS has maintained positive operating margins and cash flows.

²² EBAD is the change in net assets plus amortization and depreciation.

| | Indicator of Concern | Audit Year | | | |
|------------------------------|-------------------------|------------|--------------|--------------|--------------|
| | | 2011 | 2012 | 2013 | 2014 |
| Operating Surplus/(Deficit) | < 0 | \$ 824,706 | \$ 844,889 | \$ 2,096,029 | \$ 1,534,788 |
| Earnings Before Depreciation | < 0 | \$ 958,053 | \$ 1,024,242 | \$ 2,449,605 | \$ 2,155,494 |

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 ratio²³ and its days of cash on hand.²⁴ 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. Washington Latin’s current ratio was a concern in FY11, but the school’s current ratio has improved since that time. This is primarily driven by the increase in the school’s cash balance. The school’s cash balance at the end of FY14 was \$4.1M compared to \$0.3M at the end of FY11. Additionally, the school’s current liabilities decreased to \$0.2M at the end of FY14 from \$1.0M at the end of FY11. The school’s cash management practices have improved its liquidity.

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. Similar to the current ratio, Washington Latin PCS’s 13 days of cash on hand at the end of FY11 was a concern. However, its days of cash on hand increased to 153 days at the end of FY14. The cash on hand at the end FY13, which was at a high of 418 days, was used to finance renovation projects in FY14. The school has sufficient cash to remain financially viable in the short-term.

| | Indicator of Concern | Audit Year | | | |
|----------------------|-------------------------|------------|------|------|------|
| | | 2011 | 2012 | 2013 | 2014 |
| Current Ratio | < 1.0 | 0.5 | 1.5 | 2.9 | 19.5 |
| Days of Cash On Hand | < 30 | 13 | 28 | 418 | 153 |

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. In particular, PCSB reviews two ratios – the debt ratio²⁵ and the modified debt service²⁶ ratio. The

²³ A school’s current ratio is its current assets divided by current liabilities.

²⁴ “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.

²⁵ Debt Ratio equals the total debt divided by the total assets.

school had a very high debt burden in FY11. This was driven by short-term financial obligations and a high principal balance on a loan, which was paid off in the subsequent year resulting in a decrease in its debt ratio to 38% from 103%. In FY13, the school financed the purchase and renovation of its current facility with a \$16.6M loan through the New Markets Tax Credit program. Under this loan agreement, the school will make interest payments through March 2020, at which point it will likely refinance part of the principal, with the other portion likely being forgiven by the subsidiary.

The modified debt service ratio was introduced in FY14 and measures how much of a school’s revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. Anything greater than 15% is a cause for concern. The school’s current modified debt service ratio is 2%, well below the threshold for concern. Washington Latin PCS’s debt payments are a small portion of the overall budget. PCSB does not anticipate the school will have any issues meeting its principal and interest payments.

| | Indicator | Audit Year | | | |
|-----------------------------|------------|------------|------|------|------|
| | of Concern | 2011 | 2012 | 2013 | 2014 |
| Debt Ratio | > 0.92 | 1.03 | 0.38 | 0.88 | 0.79 |
| Modified Debt Service Ratio | > 15.0% | N/A | N/A | N/A | 2% |

Sustainability

A school’s net asset position²⁷ and primary reserve ratio are indicators of its long-term sustainability.²⁸ DC PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures, and DC PCSB would be concerned with net assets reserves below zero. In FY11 Washington Latin PCS’s reserves were below PCSB’s recommended level and a cause for concern. In the subsequent year, the school’s reserves were above the threshold for concern, but remained below PCSB’s recommendation. Since FY12 the school’s metrics have improved. The reserve levels at the end of FY14 equal approximately five months of operating expenditures, reflecting a financially sustainable position.

| | Indicator | Audit Year | | | |
|-----------------------|------------|-------------|------------|--------------|--------------|
| | of Concern | 2011 | 2012 | 2013 | 2014 |
| Net Asset Position | < 0 | \$ (27,795) | \$ 817,094 | \$ 2,913,122 | \$ 4,447,909 |
| Primary Reserve Ratio | < 0.00 | 0.00 | 0.10 | 0.28 | 0.44 |

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

²⁷ Net Asset Position equals total assets minus total liabilities.

²⁸ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

**Washington Latin Public Charter School
Annual Report
2013-14**



**5200 2nd St NW
Washington, DC 20011
202-223-1111**

**Martha C. Cutts, Head of School
Chinesom Ejiasa, President, Board of Governors**

Mission and Philosophy

Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. *Challenging, classical* and *accessible* are key words in the mission of our school. Our talented and caring faculty and staff challenge students with high academic and personal expectations. Ours is a school where words matter, ideas matter, and people matter.

Our classical curriculum provides a strong foundation in reading, writing mathematics, science and critical thinking, and it gives each student an understanding of the basis in history of western democracy.

All students take Latin beginning in fifth grade and, in addition, may begin French, Arabic or Chinese in eighth grade.

As a charter school, we are open to all students who reside in the District of Columbia, and in each year of the school's existence we have enrolled students from each of the eight wards. Any student who is eager to learn and willing to work for an excellent education will find our program rewarding and will, upon graduation, be prepared for work at the college or university level.

Washington Latin PCS – Middle School serves grades 5-8. Washington Latin PCS – Upper School serves grades 9-12.

The Curriculum Framework of Washington Latin Public Charter School is grounded in four elements:

Moral Issues – Teachers identify the major moral questions that arise within their curricula, and students respond to these moral questions through class activities including Socratic Seminars.

Academic Indices – These indices are those facts and ideas that are critical for WLPCS students to know and understand before they graduate. Indices are continuing to be identified and developed by content area.

Common Core Standards – Common Core Standards are the standards recognized by schools in the District of Columbia. They are also taught within the curricula of WLPCS classes and assessed by the DC CAS and now PARCC.

Teacher Choice – Teachers identify their own areas of strength and interest, and they teach facts and skills to students in the content of their curricula.

These four elements serve as the critical elements of the curricula of WLPCS and are what guide the curricular and instructional decisions of school leaders and teachers.

Parent Involvement

Latin's Parent Association is very supportive of the school. From the annual social to a speakers' series on parenting issues, the PA's programs connect strongly with the school. Classroom representatives keep families informed of school news between meetings, and they also assist teachers with field trips and classroom activities. Contributions to Latin Pride, our annual

fundraiser, support Latin by helping teachers outfit their classrooms, supplementing arts and science curricula, paying practice facility fees for athletic teams, helping with end-of-year class trips, hosting teacher lunches during Parent Conferences, and recognizing teachers with holiday gifts.

Lessons Learned and Actions Taken

The following academic interventions have taken place over the last year:

- The Director of Data and Assessment and Director of Literacy created Math and Reading Benchmarks for 5th-10th graders;
- Teachers analyzed Benchmark results and improved instruction based on individual areas of need;
- The faculty had Professional Development on using Schoolnet, a data management tool that, among other things, provides historical assessment data on individual students;
- The faculty had Professional Development on various instructional practices;
- Students in ELL received an intense amount of attention and support;
- Tutorial for any student who wanted extra help occurred throughout the year from 3:15 – 3:45 pm;
- Students who struggled in Math, Reading or Writing took additional support classes called Math Lab, Reading Fundamentals, Intensive Writing and Writing Lab.

School Performance

Student Achievement at Washington Latin PCS, as in previous years, was high. Latin remains one of the top-achieving schools in the District of Columbia. At the Middle School, 77% of students were proficient or advanced in Math, while in Reading, 79% of students were proficient or advanced. At the Upper School, 70% of students were proficient or advanced in Math, while 63% of students were proficient or advanced in Reading.

Among African-American students at Latin, 66% of students were proficient or advanced in Math, compared with under half of all African-American students in the District of Columbia. In Middle School Reading, 63% of African-Americans were proficient or advanced. In the Upper School, 60% of African-American students were proficient or advanced in Math, while 55% of African-Americans were proficient or advanced in Reading.

Hispanic students in the Middle School were 52% proficient in Reading and 63% in Math, while Hispanic students in the Upper School were 67% proficient in Reading and 56% proficient in Math.

Students who received free/reduced lunch at both campuses performed strongly compared to their peers across the district. Middle school FARM (free and reduced meal) students were 61% proficient in both Reading and Math, while Upper School FARM students were 77% proficient in Reading and 55% proficient in math.

Though the Achievement Gap is a constant battle for schools across the District and the nation, Washington Latin has made significant headway. African-American students at Latin, for instance, are 17 percentage points above the DC average for African-Americans proficient and advanced in

Math and 14 percentage points above in Reading. In the Upper School, Hispanic students are 7 points more proficient and advanced than the DC average for Hispanic students. When examining income levels, Washington Latin's low-income students are above the average for low-income students across the District in every category. Most notably, low-income students in Upper School Math are only 1 point behind high-income students in that group. In all other categories, students are six points above the District average for low-income students.

Again in 2014, students with special needs at Latin outperformed their District peers in nearly every category, most notably in Middle School Reading (24 points higher than the average).

Washington Latin has long asserted that the longer students are at the school, the higher they perform. This year's DC CAS data proves that to be the case, as in 8th grade Math, students at Latin since 5th grade were 87% proficient or advanced compared to students who arrived in 6th, 7th, or 8th, who were 72% proficient or advanced in Math. In Middle School Reading, those at Latin since 5th grade were 84% proficient or advanced compared to 68% for students who arrived in 6th, 7th, or 8th grade.

Development Milestones

Washington Latin raised over \$500,000 in grants and donations during the 2013-14 fiscal year. Our donors include many of our parents, who donated a cumulative total of more than \$150,000 with gifts that ranged from a few dollars to more substantial gifts in the thousands of dollars. This range reflects the socio-economic diversity of our families. Our goals for this annual campaign are twofold: to raise funds that help us close budget gaps and enhance our students' experience at Washington Latin and encourage full participation among our community. We welcome and appreciate gifts at all levels and from everyone at our school.

In addition, WLPCS reached out to the broader community to garner support for our \$23M capital project to renovate and expand the former Rudolph Elementary School campus we were awarded in 2012. With the support of individuals and foundations, WLPCS has raised more than \$1M in gifts to date and continues to garner support to complete our capital project with a new gymnasium/community gathering space. We hope to complete the campaign by next fiscal year.

Curriculum Guide

OVERVIEW OF WLPCS CURRICULUM

“A contemporary classical curriculum”

Like its older paradigm, the Boston Latin School, Washington Latin Public Charter School seeks to “ground its students in a contemporary classical education” that will prepare them for their future studies and their roles as successful people and citizens in a democracy.

“A contemporary classical education” emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome, and the timely pressures of life in the 21st century. At WLPCS, we stress three fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language and the heritage of the Greco-Roman world; and public oratory. We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life: a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

Five core subjects dominate the curriculum for students in grades 5 – 12.

ENGLISH

The English curriculum throughout the school emphasizes active reading and engaged writing. Students read both classic works of literature and more modern works chosen for their examination of moral issues. An independent reading program at each level allows students to read books of their own choice. Instruction in literacy includes work on grammar and sentence structure. The writing curriculum introduces writing as a process and asks students to write frequently and in several genres. In fifth grade, students take a separate public speaking course; instruction and practice in the art of public discourse is thereafter part of each course in the school.

MATHEMATICS

The mathematics curriculum aims to provide students with a solid foundation in all the basic numeric operations. Students are expected to be able to perform these basic operations before they can move on to the more abstract ideas of algebra and geometry. In grades 5 and 6, students are grouped according to their previous expertise and facility with basic operations; in grades 7- 10, depending on their comfort with numeric operations, students either continue their work on basic math or begin their high-school work on Algebra I, II, and geometry. For some advanced 10th grade students, Pre-Calculus is an option in the high school. High-school students can also elect to take Statistics, AP Calculus or AP Statistics in order to fulfill their four-year high-school math requirement. Throughout the curriculum, students repeat concepts until they understand them deeply; they also learn how to apply their knowledge to unknown problems. Throughout the school, the mathematics curriculum emphasizes automaticity with basic functions, application of prior knowledge to problems, and an appreciation for the beautiful mystery of mathematics.

HISTORY

The history curriculum begins in the fifth grade with a world geography course. Students are expected to know the names of countries and capitals throughout the world, and to be familiar with the world map. In the sixth grade, students study a year of civics, with a particular emphasis on the founding documents that shaped the governance of the United States of America. In seventh grade, the curriculum explicitly introduces students to the history of Greece and Rome, and to the major figures of the classical tradition. The 8th grade curriculum leads students through their first comprehensive study of American history. In the 9th and 10th grades, students study two years of World History, beginning with the shaping of civilization in the Fertile Crescent and moving to the present. The 9th and 10th grade world history courses emphasize depth over breadth, focusing particularly on those moments in history when moral decisions came into play. Juniors study American history in depth and seniors take a semester of DC History and a semester of Government. Throughout the curriculum, students learn to ask “essential questions,” deep, moral questions that raise fundamental issues about scarcity of resources, governance of peoples, and causes for conflict.

SCIENCE

The science curriculum at WLPCS aims to introduce students to both the method and wonder of science. In grades 5 and 6, students work labs and units designed by the inquiry-based FOSS science curriculum. They investigate questions from the four main areas of science: earth, chemical, physical and life. After this introduction, students receive more specialized instruction in each of these areas: in 7th grade, they study life science in more depth, focusing particularly on those aspects of life science that are crucial to understanding some of the issues of biology now in the news. In 8th grade, the emphasis is on earth science, again with an emphasis on a moral issue like the harvesting of diamonds or the search for oil. The 9th grade begins the three-year high-school sequence with an introduction to physics. This course makes understandable some complicated but fundamental physical concepts such as electricity, motion, light, and sound. In the tenth grade, building on their understanding of physics, students take a general chemistry class, with a particular emphasis on the skills and content foundational to their future study of biology. Juniors take Biology and seniors may elect to take AP Biology, AP Environmental Science, Marine Biology, or Astronomy. Throughout the curriculum, students are asked to practice the habits of the scientist: to be painfully precise and endlessly curious.

LATIN/WORLD LANGUAGES

As the cornerstone of its curriculum, WLPCS asks all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students study the basic grammatical principles of Latin, laying the groundwork for their more formal instruction in grade 7. The curriculum stresses Latin's legacy to the English language, both in grammar and in vocabulary. Students also learn the major characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our every day speech. In grades 7, 8, 9, and 10, depending on when they enter school, students take either Latin I, II, or III. The first two years cover the essential features of grammar and introduce students to some passages of real Latin. By

the third year, students are ready to translate some of the world's most well-known and loved classical texts.

In addition to Latin, we also provide a strong foundation for our students' development as global citizens through study of modern world languages. All upper school students must complete at least two years of study in either French, Arabic, or Mandarin. We strongly encourage students to continue their language studies beyond the two-year requirement, as they will reap more benefits from higher language proficiency. Proficiency in a new language is a portal to literature, cultures, historical perspectives, and human experiences. As students gain a firm grasp on how to express themselves through these adopted languages and cultures, they begin to comfortably navigate and embrace cultures that might have initially seemed exotic and mystifying. In addition to these intrinsic benefits, students gain many practical benefits from long-term language study, as multilingualism is a highly valued, marketable skill that enables students to competently navigate our increasingly connected world. Many Washington Latin students do enroll in higher level language courses, and some of our young language enthusiasts have even enrolled in more than one language course, studying two of our three languages at once.

ARTS

Instruction in the arts is also an important component of the curriculum at WLPCS. Students in grades 5 and 6 take a drama class that is coordinated with the English curriculum. Using the literature of the English classroom as an anchor, students learn how to “get inside” a character and how to write about characters imaginatively. In grades 7 – 8, students receive formal instruction in visual art and music, a semester of each in each year. In the high school, all students are required to take a semester each of art and music. Poetry contests, visual arts shows, a dance course, music concerts, and dramatic presentations complement the required instruction in the arts.

PHYSICAL EDUCATION/HEALTH

In grades 5 and 6, students receive instruction in physical education with an emphasis on learning the habit of daily activity and exercise. In both grades one day of the week is devoted to health education, including such topics as nutrition, fitness, substance abuse prevention, and emotional wellbeing. Students in grades 7 – 8 are required to participate in a sport at least two seasons of each academic year. In the high school, all students are required to participate in five “seasons” of physical activity, one of which is a physical education class. Before they graduate, all Upper School students must also take a semester of health.

HIGH-SCHOOL GRADUATION REQUIREMENTS

The following course requirements represent the minimum number of courses that an Upper School student must successfully complete before graduating from high school. Some courses in the Middle School can count towards these requirements. Any exceptions to these requirements can be made only by the Principal. The number in parentheses following the requirements represents the Carnegie Units earned.

All students carry five academic courses each semester unless specific permission to carry fewer is granted by the Principal. A significant number of students elect to carry six courses, and some students choose to carry seven courses.

English (4.0) – must include an English course in *each* of the four years;

Mathematics (4.0) – must include Algebra I, Geometry, and Algebra II;

History (4.0) – must include World History I (1.0), World History II (1.0), U.S History (1.0), or AP US History (1.0), US Government (0.5), and DC History (0.5);

Science (4.0) – must include Conceptual Physics, Chemistry, Biology, with preference for the order described above; a 4th science in an elective area;

Latin (3.0) – through the third level of Latin; must include Latin I, II, and III. WLPCS Latin requirement satisfies the (2.0) Carnegie Units in World Languages required for DCPS;

French/Chinese/Arabic (2.0) – through the second level of either language; must include French I, II, Chinese I, II, or Arabic I or II. See note about second language waiver on p. 9

Visual Art – must include a semester of visual arts (0.5).

Music – must include a semester of music (0.5)

Physical Education/Athletics – must successfully complete **five** trimesters or seasons of physical activity over four years of high school. (1.0)

Health – must include a semester of instruction in Health (0.5);

Electives – (3.5)

Community Service – must successfully complete 100 hours of community service

Total Number of Credits need to graduate: 27 (25 if granted a second language waiver). We encourage all students to take a financial literacy course in addition to the above requirements.

Note: Students who are considering graduating early must discuss the issue with the Principal by the end of the sophomore year. The school reserves the right to decide if a student can graduate early, but only those students who have voiced their wish by the end of their sophomore year will be considered possible candidates for early graduation. Students who graduate early must fulfill all graduation requirements. Students may not substitute a course from another institution for a graduation requirement unless, under exceptional circumstances, they have the permission of the Principal.

SUMMER SCHOOL/ALTERNATIVE COURSES

Middle and Upper School students who do not pass their English, Math, or Latin courses must retake these courses in summer school. For Middle School students, these courses will be 90 minutes a day, 5 days a week, for 6 weeks. All students in grades 7 and 8 who are enrolled in

summer school for having failed courses are required to retake a different, but analogous version of the final exam in order to pass their summer course.

Any Upper School student who does not pass his/her English, Math, or Latin course *must* retake the course in summer school. These courses will include 120 hours of instruction, or 4 hours a day, 5 days a week, for 6 weeks. All Upper School students who are enrolled in summer school for having failed courses are required to retake a different but analogous version of the final exam in order to pass their summer courses.

Students who fail any required course other than English, Math or Latin, *cannot* take these courses in summer school. In most cases, students will need to repeat the course. In rare circumstances, students may be permitted to take a comparable course at another school or online through one of the online programs certified by the Public Charter School Board. Permission to take a non-WLPCS course in fulfillment of a graduation requirement can be granted only by the Principal.

Students who fail a course required for graduation and who do not pass a summer school course *must* repeat the required course if they wish to remain on track for graduation.

If a student retakes in the summer a course failed during the year, the grade of the failed course will remain on the transcript in addition to the grade earned during the summer. The student's GPA for the year will include both the regular year grade and the summer grade.

PROMOTION

A student is promoted to the next grade if and only if he or she passes enough courses to stay on track for graduation. Students must pass all required courses in order to graduate, but they may be promoted to the next grade if they are able to retake failed course either in the summer or in the following year and still stay on track for four-year graduation. If a student has failed 4 courses in any year, he or she will not be promoted to the next grade.

GRADING

Middle and Upper School grades range from A to F. The following grading rubric applies to students in grades 5-12:

A grade of “**A**” is evidence of truly outstanding work, demonstrating mastery of the content covered, sophistication of thought, and fluency in required skills.

A grade of “**B**” shows a superior understanding of the subject matter – a very solid grasp of both the skills and content of the course. “**B**” work does not necessarily show the polished thought of “**A**” work, but shows great potential.

A grade of “**C**” represents an acceptable or average level of performance. Work earning a “**C**” often lacks evidence of a deeper understanding of the material, but does show that a student has obtained basic content and skill knowledge.

A grade of “**D**” indicates that a student is struggling to reach basic competency. “**D**” grades often reflect a minimal attention to detail or trouble with important skills necessary for success in a subject. A “**D**” calls for attention and extra support on behalf of the student and school.

A grade of “**F**” means that a student is failing. He or she has not met the minimum requirements, and does not yet have the skills or knowledge needed to progress in the subject. An “**F**” calls for immediate attention and intervention.

A grade of “**Incomplete**” denotes that work is missing in a course due to illness or absence. Unless a student is ill and incapable of doing so, all “**Incompletes**” must be made up within one week from the end of a grading period. If at that time work has not been completed, the missing work will be assigned a grade of “**0**” and will be averaged as such for the grading period.

Teachers may elect to assign numerical marks before calculating a letter grade. In all Middle and Upper School courses, the letter scale corresponds to the following numerical values:

| | | | |
|----------|----------|----------|---------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D 64-69 |
| A- 90-92 | B 83-86 | C 73-76 | F 0-63 |
| | B- 80-82 | C- 70-72 | |

Teachers may establish their own grading priorities within their classrooms, although any course taught by multiple teachers in multiple sections must standardize the grading policy. Final exams are given in grades 7 – 12. In grade 7, exams are weighted 10% of the final grade; in 8th grade 15% of the final grade; in grades 9-12 20% of the final grade.

RECORDING AND SUBMISSION OF GRADES

At the end of each quarter of the year, teachers of all subjects report a grade for each of their students, based on the grading scale above. These grades are entered in a school-generated, password-protected database that contains the names of all students as broken into individual classes. Three times a year teachers also write extensive narrative comments about each student, also entering these into the school’s database. Advisors of each student write a summary comment twice a year. All grades and narrative comments are kept in the student files in locked file cabinets.

At the end of the year, as a requirement for receiving a final salary check, all faculty must turn in their grades and comments in a timely manner. All final exams are kept by the faculty until the following fall.

Once grades have been submitted to the school’s Registrars, there can be no changes. Faculty members who wish to change their grades must receive permission from the Principal. In rare circumstances, should there be a question about a grade, the teacher of the course in question, the student’s advisor, and the Director of the Middle or Upper School will discuss and resolve the problem.

GRADE POINT AVERAGE (GPA)

The Grade Point Average (GPA) of an Upper School student is computed by dividing the sum of numerical grades received by the number of credits taken. Advanced Placement (AP) and Honors courses are weighted an additional 0.5 in computing GPA.

The GPA is determined by strict mathematical computation and is rounded only for the purposes of honor roll and high honor roll. Students who achieve a 3.3 and higher for the semester are placed on honor roll; students who achieve a 3.7 and higher for the semester are placed on high honor roll. Grades will be assigned numerical values as follows:

| | | | |
|----------|----------|----------|---------|
| A (4.0) | B+ (3.3) | C+ (2.3) | D (1.0) |
| A- (3.7) | B (3.0) | C (2.0) | F (0.0) |
| | B- (2.7) | C- (1.7) | |

All students who take an Advanced Placement course are required to take the AP exam; failure to take the exam will result in a student's not receiving the additional 0.5 calculation for the AP course as averaged into the GPA.

THE TRANSCRIPT

The Washington Latin Public Charter School transcript represents all courses taken by a student while matriculating at Washington Latin Public Charter School. Courses completed at other institutions during a student's matriculation at WLPCS are listed separately on the transcript, with their grades and credits earned. These grades, however, are not calculated into a student's WLPCS GPA. Should a student receive permission to take a required course for graduation at an institution other than WLPCS, the grade in that course will be calculated, using the WLPCS grading scale, in an overall GPA. Graduation requirements completed during Middle School are listed on the transcript under "Credits earned in the Middle School" but their grades are not calculated into a student's GPA.

GRADING POLICY FOR REPEAT COURSES

Students may request permission to repeat a course during the next school year. Permission must be requested in writing to Principal, who will consider such requests only after the completion of the entire course. A request to repeat a course may be granted only after consultation with the current teacher(s) and advisor. If permission is granted, upon completion of the repeated course, the grade of the second course will be included in the calculation of the WLPCS GPA (see "Calculation of the GPA" below). The original course will be listed on the school's official transcript with the original grade changed to either Pass or Fail.

SECOND LANGUAGE WAIVER POLICY

A world languages waiver may be granted to an Upper School student with appropriate documentation stating that the student is incapable of meeting the Washington Latin Public Charter School second language requirement. The foreign language waiver will be noted on the student's transcript; if the waiver is granted after a student has begun a second language course, his or her grade for the current year in that language will be removed from the permanent record. **ALL STUDENTS MUST PASS THE LATIN REQUIREMENT.** Students who receive a second language waiver must acquire 25 credits for graduation.

TRANSFER CREDITS

There will be some cases in which students new to the school in the 7th, 8th, and 9th grades will be able to transfer credits/courses from their previous schools. WLPCS will accept credits, with certain restrictions, only in the following areas: Mathematics, Latin, French, or Chinese. If a student has taken any of the following courses at another school (Algebra I, Geometry, Algebra II, Latin I, French I, Chinese I) and is hoping to apply the credit towards WLPCS graduation requirements, he or she must satisfy two conditions: 1) have passed the course at a previous school with a C- or better, and 2) must receive a 70% or higher on a WLPCS entrance test in any of the areas above. Individual issues of transfer credit will be resolved by the Principal in consultation with the relevant department chair.

ADVANCED PLACEMENT COURSES

Students at WLPCS who enroll in an Advanced Placement course are required to take the Advanced Placement test in May. If a student fails to take the test, he or she will not receive the 0.5 addition to the GPA and a letter will be placed in the student's file explaining that the test was not taken and that the GPA was adjusted accordingly.

COMPLETION OF COURSES

Full-year courses may be added or dropped without penalty until seven days after the close of the first-quarter grading period. Full-year courses dropped after that time and before the first week of the second semester will be reported as "WP" (withdrew passing) or "WF" (withdrew failing). No full-year course may be dropped after the end of the first week of the second semester. If a student elects to leave a course after that time, his or her final grade will be reported as "F" on the transcript. Students who have a diagnosed learning disability may, after consultation with the Principal and after providing documentation of the learning disability from a licensed professional, be permitted to drop courses after the dates listed above.

ACADEMIC ADVISING

Each student in the school is assigned an advisor who acts as his or her champion throughout the school year. The advisor is also the go-between from school to home and is in frequent contact with a student's parents. At the end of three of the grading periods, the advisor summarizes a student's grades and grade reports into a comment that looks at a student's total program. If a student is involved in a disciplinary action, his or her advisor is notified and engaged in any discussion about next steps.

In the Upper School, a student's advisor performs the important function of planning a student's academic program over the four years of high school. Together the advisor and the student create a student's Individual Learning Plan (ILP) according to the following schedule:

Each year, it will be the advisor's responsibility to refine the advisee's ILP. All ILP's will be reviewed by the Principal and checked for accuracy. Registration for courses for the next year will be dependent upon students' ILP's. In the spring of the sophomore year, the ILP meeting will include a student's parents as well as the advisor. All present will sign off on the ILP. When necessary, the college counselor will also be involved. In the junior and senior years, all ILP meetings will include a student's college counselor and advisor.

HONEST SCHOLARSHIP

At Washington Latin Public Charter School, we try to encourage honesty in all aspects of a student's life. Whether a student is talking to a teacher or friend, writing a paper or presenting a speech, he or she is ultimately responsible for the validity of his/her word. The following focuses on the validity of words used in formal scholarship. It focuses on the kind of honesty that is vital to any academic discipline. All students should understand that there is a time for collaboration and a time for independent thought, a time for paraphrasing and a time for footnoting. In this section, we try to define these appropriate times and to make an essential distinction between those areas that are obvious infringements of honest scholarship and those areas that are, and always will be, clouded by individual interpretation.

This guide is the first step to informing all students about the proper and honest use of his or her own and others' words. Each teacher is asked to establish clear policies about these issues and report any students who violate the guidelines once they have been explained.

Under obvious infringements of honest scholarship, we include:

- Any deliberate falsification of data. This includes falsifying scientific results as well as "padding" a bibliography or citing sources unread.
- Deliberate copying of another student's test answers.
- Deliberate copying of another student's homework.
- Deliberate copying of a copyrighted computer program.
- Plagiarism.

Under issues subject to the interpretation of the individual teacher, we include:

- "Collaboration" on homework.

- “Collaboration” on laboratory work. This includes work in both the science and computer laboratories.
- The use of Spark Notes or the equivalent.
- The proofreading of a final draft for an English assignment.
- The use of translations in a foreign language class.

What is Plagiarism?

The word Plagiarism comes from the Latin word *plagiarius* meaning “kidnapper.” To plagiarize is to kidnap the words of another person or to take and use as one’s own the writing and ideas of another. Plagiarism gravely violates the academic integrity on which education depends and destroys the trust essential between a student and a teacher.

The thing to keep in mind is the debt that you owe to the fellow scholars who wrote the sources you are using. Footnoting is a simple courtesy you extend to the people who “helped” you write your paper. Various uses of a source are possible: you may quote a passage (use its exact words), paraphrase it (put it into your own words), summarize it, or adopt its line or argument. Whatever the use—with or without quotation— each borrowing must be documented. Common knowledge need not be documented, however.

Any quotation— even one or two words, if distinctive— must be identified as a quotation. Ordinarily this is done by using quotation marks. A longer quotation (more than four lines of prose or two of verse) should be set off as a block quotation, indented. (With block quotation, quotation marks are omitted as redundant.) Quotations must be reproduced with letter-perfect accuracy, any additions or changes being carefully placed within brackets [like this] and any deleted matter being replaced by an ellipsis (...).

Documentation: While a footnote is the most familiar, acceptable form, there are a number of others. Proper documentation must show a book’s author, title, city of publication, publisher and date of publication, as well as the page(s) where the borrowed material occurs. For a periodical article, documentation will indicate article author, article title, periodical title, volume number, year of publication and the page(s) containing the borrowed matter. Intentional false documentation is, of course, dishonest. Some of these

examples of quotation and paraphrase are acceptable; some are not. If a raised numeral concludes an example, assume that a proper footnote is appended.

A direct quotation when documented is **acceptable**.

- For example: In “The Stationary Tourist,” Paul Fussell contends that tourism “began more than a century ago, in England, [when] the unwholesomeness of England’s great soot-caked cities made any place abroad ... appear almost mystically salubrious, especially in an age of rampant tuberculosis.”

A quotation without quotation marks is **unacceptable** even though documented.

- For example: The English considered foreign travel almost mystically salubrious, according to Fussell.

A partial paraphrase documented with the brief quotation properly identified is **acceptable**.

- For example: The English considered foreign travel “almost mystically salubrious,” according to Fussell.

A half-baked paraphrase, i.e., the original with a few words changed around, is **unacceptable** even though documented.

- For example: Tourism started more than a century ago in England. The great soot-caked cities were so unwholesome that any place abroad seemed almost mystically healthful by comparison.

A complete paraphrase when documented is **acceptable**.

- For example: Paul Fussell believes tourism grew out of nineteenth century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

Undocumented paraphrasing is **unacceptable**.

- For example: Tourism grew out of nineteenth-century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

When paraphrasing, taking an author’s idea and putting it entirely in your own words, you still owe the author credit for the idea itself. You do not need to use quotation marks because you haven’t used any of the author’s actual words, but you must footnote your paraphrase.

DEPARTMENT OBJECTIVES AND COURSE DESCRIPTIONS

ENGLISH

INTRODUCTION/PHILOSOPHY

The MS/US English curriculum at WLPCS centers on four goals. When the graduates of WLPCS leave us, we want them to: 1) *choose* to read for pleasure and instruction or “need to read”; 2) read with understanding; 3) write with engagement, clarity, and mechanical accuracy; and 4) speak so that they can be heard and understood. We will work towards these four goals by immersing them in the world’s most beautiful and meaningful language and literature.

READING

Teaching reading has usually been the province of elementary-school teachers; at WLPCS teachers in every grade will teach reading. *Assigning reading is not teaching reading*. Teaching reading means both encouraging a passion for reading, and instructing students how to comprehend and analyze what they read. Below are the components of our approach to each of these goals:

1. To choose to read for pleasure and instruction

We want our students to see books as a possible form of joy and knowledge. We want them to *choose* to read. In order to encourage them on a life-long path of reading, we will:

- a. Set up independent reading programs in each of our classrooms. The programs include a classroom library leveled for differing reading levels and filled with a variety of books appropriate for students at each grade level.
- b. Devote class time to discussing the habits of strong readers and model our own “need to read.”
- c. Devote class time to independent reading.
- d. Create reading lists, in conjunction with our librarian, that will offer students a good selection of books.
- e. Involve parents in our goal of developing life-long readers.

2. To read with understanding

Even in our increasingly visual and technological world, students will always need to be able to read for understanding. Our curriculum aims to develop strong readers who can understand and interpret what they read. In order to encourage strong readers, we will:

- a. Choose a variety of genres of fiction and non-fiction that will challenge our students to read at or beyond their instructional level.
- b. Teach students how to analyze a work of fiction and non-fiction, using directed questioning and focused discussion in a Socratic seminar.
- c. Test our students’ comprehension through multiple-choice questioning and essay writing.
- d. Provide explicit instruction in word study and vocabulary development so as to strengthen students’ reading skills. Teach vocabulary as a complement to the Latin curriculum by breaking words up into prefixes, roots, and suffixes.
- e. Model the rhythms of syntax by reading aloud and asking students to do the same.

WRITING

Students need to learn to write so as to function in their occupations and to make sense of the world around them. Writing one’s ideas is the surest way to find out what one thinks. We also want our students to write imaginatively – stories, plays, poems – as a source of enjoyment and a way to understand the world’s literature as fellow writers.

3. We aim to teach students to **write with engagement, clarity, and mechanical accuracy.**

- a. To promote **writing with engagement**, we will take the following approaches:
 - i. Follow the writing workshop approach of Nancie Atwell (*In the Middle*) with the express aim of developing writers who want to write.
 - ii. Build choice into our assignments and allow students a range of topics about which to write.
 - iii. Design assignments that aim to develop a student’s voice, including preparation for the college essay.
 - iv. Use detailed, personal written feedback as a way to initiate conversation with students.
 - v. Invite professional writers to read their work and discuss their profession.
- b. To promote **writing with clarity**, we will take the following approaches:

- i. Assign frequent summary exercises in which students are asked to reduce a paragraph to one or two main ideas and sentences.
 - ii. Include “clarity” as a component of each rubric we design.
 - iii. Provide students with non-fiction examples of clear, well-presented arguments.
 - iv. Practice sentence-combining exercises so that students will learn to tighten their prose.
 - v. Include exercises in analogies as instruction in clear thought.
- c. To promote **writing with grammatical and mechanical accuracy**, we will take the following approaches:
 - i. Teach grammar and mechanics within the context of writing, and particularly, students’ writing.
 - ii. Require students to pass a series of proofreading exercises as standards for promotion to the next grade level. Use “the dictation” as a preparatory exercise.
 - iii. Build on our students’ knowledge of Latin grammar in teaching English grammar.
 - iv. Use the classical technique of “imitatio” in teaching grammar through sentence composition.
 - v. Include mechanical accuracy in all writing rubrics throughout the school. Accurate writing is not the province of the English Department alone.

SPEAKING/LISTENING

Formal instruction in speaking forcefully and clearly is one of the enduring legacies of the classical tradition. Through the study of rhetoric, students learn how to persuade an audience of their point. WLPCS is committed to improving their students’ ability to speak in public, both in small groups and in large groups. We are also committed to helping students see the difference between public and private speech.

4. We will encourage our **students to speak so that people will listen**. The following are some of our approaches:

- a. Teach ourselves more about rhetoric and the art of persuasive speech.
- b. Model articulate, focused speech at all times. Ask students not to mumble, but to speak out in class. Establish a classroom environment in which students address one another and the teacher with confidence and poise. Do not permit sloppy speech.
- c. Allow students to substitute a public speech for a written assignment.
- d. Provide students with a rubric for spoken assignments.
- e. Instruct students in the first six weeks in the art of discussion: looking people in the eye, addressing the preceding comment, speaking concisely.
- f. Bring people to class who will model articulate speech and the value of it.
- g. Encourage recitation of poetry and prose.

Data Report

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|------------|--------|--|---|
| 1 | PCSB | LEA Name | Washington Latin PCS |
| 2 | PCSB | Campus Name | Washington Latin PCS - Middle School |
| 3 | School | Ages served - <i>adult schools only</i> | |
| 4.a | PCSB | All Grades | 366 |
| 4.b | PCSB | PK3 | 0 |
| 4.c | PCSB | PK4 | 0 |
| 4.d | PCSB | KG | 0 |
| 4.e | PCSB | 1 | 0 |
| 4.f | PCSB | 2 | 0 |
| 4.g | PCSB | 3 | 0 |
| 4.h | PCSB | 4 | 0 |
| 4.i | PCSB | 5 | 91 |
| 4.j | PCSB | 6 | 93 |
| 4.k | PCSB | 7 | 92 |
| 4.l | PCSB | 8 | 90 |
| 4.m | PCSB | 9 | 0 |
| 4.n | PCSB | 10 | 0 |
| 4.o | PCSB | 11 | 0 |
| 4.p | PCSB | 12 | 0 |
| 4.q | PCSB | PG | 0 |
| 4.r | PCSB | Ungraded | 0 |
| 5 | School | <p>Total number of instructional days</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> | 182 |
| 6 | PCSB | Suspension Rate | 2.73% |
| 7 | PCSB | Expulsion Rate | 0.00% |

| | | | |
|----|--------|---|---|
| 8 | PCSB | Instructional Time Lost to Discipline | 0.03% |
| 9 | PCSB | Promotion rate | 98.9% |
| | PCSB | <p>AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership.</p> <p>PCSB will provide this using three data points:</p> <p>(1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.</p> | |
| 10 | PCSB | Mid-Year Withdrawals Rate | 0.5% |
| 11 | PCSB | Mid-Year Entries | 0.0% |
| 12 | School | Teacher Attrition Rate | 19% |
| 13 | School | <p>Number of Teachers "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p> | 26 |
| 14 | School | <p>Teacher Salary</p> <p>1. Average: \$</p> | <p>Average = \$54,507</p> <p>Minimum = \$43,800</p> |

| | | | |
|----|--------|--|----------|
| | | School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.) | |
| 32 | School | Language Immersion Program (Yes/No) School offers a language immersion program or teaches academic content in a language other than English. | N |
| 33 | School | Math, Science, Technology Focus (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards. | N |
| 34 | School | Montessori Program (Yes/No) School uses a Montessori instructional approach to learning. | N |
| 35 | School | Online/Blended Learning Program (Yes/No) School offers an online-only or blended learning program. | N |
| 36 | School | Public Policy/Law Program (Yes/No) School integrates law or public policy into the curriculum. | N |
| 37 | School | Reggio Emilia Program (Yes/No) School uses the Reggio Emilia inspired curriculum. | N |
| 38 | School | Residential Program (Yes/No) School offers a program for students to stay overnight at the school. | N |
| 39 | School | Special Education Focus (Yes/No) A majority of students receive special education services. (Must be more than 50%.) | N |

| | | | |
|----|--------|---|----------|
| 40 | School | <p>Stand-Alone Preschool (Yes/No)</p> <p>A preschool/prekindergarten without any upper grades.</p> | N |
| 41 | School | <p>World Culture Focus (Yes/No)</p> <p>School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.</p> | N |
| 42 | School | <p>Dual Enrollment (Yes/ No)</p> <p>School offers dual enrollment with the charter school and a higher education institution.</p> | N |
| 43 | School | <p>Career/Technical Program (Yes/No)</p> <p>School offers a Career and Technical Education (CTE) program of study.</p> | N |
| 44 | School | <p>Credit Recovery Courses Offered (Yes/No)</p> <p>School offers a mechanism for students to earn credits in courses they did not pass the first time.</p> <p>If Yes: Are credit recovery courses free to the student?</p> | N |
| 45 | School | <p>Advanced Placement (Yes/No)</p> <p>School offers Advanced Placement course options to all students.</p> <p>If Yes:</p> <p><input type="checkbox"/> Name of AP courses offered in SY13-14?</p> <p><input type="checkbox"/> How many students took each course?</p> | N |

| | | | |
|----|--------|---|----------|
| | | <input type="checkbox"/> How many students took the AP exam? How many students passed with a 3 or higher? <i>(OPTIONAL)</i> | |
| 46 | School | International Baccalaureate Program (Yes/No) School offers International Baccalaureate option to all students. If Yes: <input type="checkbox"/> Names of IB courses offered in SY13-14? <input type="checkbox"/> How many students took each course? <input type="checkbox"/> How many students sat for the exams? How many students received an IB diploma? | N |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|------------|--------|---|--|
| 1 | PCSB | LEA Name | Washington Latin PCS |
| 2 | PCSB | Campus Name | Washington Latin PCS - Upper School |
| 3 | School | Ages served - <i>adult schools only</i> | |
| 4.a | PCSB | All Grades | 274 |
| 4.b | PCSB | PK3 | 0 |
| 4.c | PCSB | PK4 | 0 |
| 4.d | PCSB | KG | 0 |
| 4.e | PCSB | 1 | 0 |
| 4.f | PCSB | 2 | 0 |
| 4.g | PCSB | 3 | 0 |
| 4.h | PCSB | 4 | 0 |
| 4.i | PCSB | 5 | 0 |
| 4.j | PCSB | 6 | 0 |
| 4.k | PCSB | 7 | 0 |
| 4.l | PCSB | 8 | 0 |
| 4.m | PCSB | 9 | 90 |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|------------|--------|--|---------------------------------------|
| 4.n | PCSB | 10 | 72 |
| 4.o | PCSB | 11 | 63 |
| 4.p | PCSB | 12 | 49 |
| 4.q | PCSB | PG | 0 |
| 4.r | PCSB | Ungraded | 0 |
| 5 | School | <p>Total number of instructional days</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> | 182 |
| 6 | PCSB | Suspension Rate | 7.30% |
| 7 | PCSB | Expulsion Rate | 0.36% |
| 8 | PCSB | Instructional Time Lost to Discipline | 0.17% |
| 9 | PCSB | Promotion rate | 98.9% |
| | PCSB | <p>AVERAGE DAILY MEMBERSHIP</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>PCSB will provide this using three data points:</p> | |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|-------------------|---------------|---|---|
| | | (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. | |
| 10 | PCSB | Mid-Year Withdrawals Rate | 1.5% |
| 11 | PCSB | Mid-Year Entries | 1.1% |
| 12 | School | Teacher Attrition Rate | 10% |
| 13 | School | Number of Teachers "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. | 22 |
| 14 | School | Teacher Salary 1. Average: \$ Range -- Minimum: \$ Maximum: \$ | Average = \$54,507 Minimum = \$43,800 Maximum = \$83,250 |
| 15 | School | Square footage for entire building (list separate facilities separately) | 68,000 |
| 16 | School | Square footage for entire classroom space | 45,000 |
| 17 | School | Cafeteria (Yes/No) | Y |
| 18 | School | Theater/Performing Arts Space (Yes/No) | Y |
| 19 | School | Art Room (Yes/No) | Y |
| 20 | School | Library (Yes/No) | Y |
| 21 | School | Music Room (Yes/No) | Y |
| 22 | School | Playground (Yes/No) | N |
| 23 | School | Gym (Yes/No) | N |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|-------------------|---------------|--|--|
| 24 | School | Playing field large enough to hold outdoor sports competitions (Yes/ No) | Y |
| 25 | School | Integrated/Infused Arts Program (Yes/No) School integrates arts into academic curriculum beyond dedicated art periods. | N |
| 26 | School | Classical Education School (Yes/No) School integrates classical texts in the Greek and Roman tradition into the curriculum. | Y |
| 27 | School | College Prep Program (Yes/No) School uses a college preparatory curriculum. | Y |
| 28 | School | Expeditionary Learning Program (Yes/No) School uses the expeditionary learning curriculum as its primary academic focus. | N |
| 29 | School | Evening Program (Yes/No) School offers a course schedule that allows students to attend classes exclusively in the evening hours. (School may also offer a separate day-time program.) | N |
| 30 | School | Extended Academic Time (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar. | N |
| 31 | School | GED Program (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.) | N |
| 32 | School | Language Immersion Program (Yes/No) | N |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|------------|--------|--|---------------------------------------|
| | | School offers a language immersion program or teaches academic content in a language other than English. | |
| 33 | School | Math, Science, Technology Focus (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards. | N |
| 34 | School | Montessori Program (Yes/No) School uses a Montessori instructional approach to learning. | N |
| 35 | School | Online/Blended Learning Program (Yes/No) School offers an online-only or blended learning program. | N |
| 36 | School | Public Policy/Law Program (Yes/No) School integrates law or public policy into the curriculum. | N |
| 37 | School | Reggio Emilia Program (Yes/No) School uses the Reggio Emilia inspired curriculum. | N |
| 38 | School | Residential Program (Yes/No) School offers a program for students to stay overnight at the school. | N |
| 39 | School | Special Education Focus (Yes/No) A majority of students receive special education services. (Must be more than 50%.) | N |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|-------------------|---------------|--|--|
| 40 | School | Stand-Alone Preschool (Yes/No) A preschool/prekindergarten without any upper grades. | N |
| 41 | School | World Culture Focus (Yes/No) School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum. | N |
| 42 | School | Dual Enrollment (Yes/ No) School offers dual enrollment with the charter school and a higher education institution. | N |
| 43 | School | Career/Technical Program (Yes/No) School offers a Career and Technical Education (CTE) program of study. | N |
| 44 | School | Credit Recovery Courses Offered (Yes/No) School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student? | N |
| 45 | School | Advanced Placement (Yes/No) School offers Advanced Placement course options to all students. | Y AP Calculus AB - 10 AP Biology - 10 AP Literature - 16 AP Language - 11 AP Environmental Science - 22 |

| Question # | Source | Data Point | School Answers (fill in blank fields) |
|------------|--------|---|--|
| | | <p>If Yes:</p> <p>☐ Name of AP courses offered in SY13-14?</p> <p>☐ How many students took each course?</p> <p>☐ How many students took the AP exam?</p> <p>How many students passed with a 3 or higher? (<i>OPTIONAL</i>)</p> | <p>AP Latin – 2</p> <p>71 students took the exam</p> |
| 46 | School | <p>International Baccalaureate Program (Yes/No)</p> <p>School offers International Baccalaureate option to all students.</p> <p>If Yes:</p> <p>☐ Names of IB courses offered in SY13-14?</p> <p>☐ How many students took each course?</p> <p>☐ How many students sat for the exams?</p> <p>How many students received an IB diploma?</p> | <p>N</p> |

FY 2014 Financials

This is an unaudited financial statement for FY 2014 and should be read as such.

| ACCOUNT # | DESCRIPTION | CUM. BUDGET | ACTUAL |
|----------------------------------|---------------------------------------|------------------------|-------------------------|
| | | 12mo June 14 | 12mo June 14 |
| REVENUE | | | |
| 4000 | PUBLIC INCOME | \$ 8,869,023.57 | \$ 9,675,094.07 |
| 5000 | PRIVATE INCOME | \$ 210,000.00 | \$ 258,440.97 |
| 5000 | CAPITAL CAMPAIGN | \$ - | \$ 537,187.32 |
| 6000 | ADDITIONAL INCOME | \$ 260,500.00 | \$ 398,239.14 |
| TOTAL REVENUE | | \$ 9,339,523.57 | \$ 10,868,961.50 |
| EXPENSES | | | |
| 7100 | SALARIES | \$ 5,106,207.00 | \$ 5,017,752.37 |
| 7500 | EMPLOYEE BENEFITS | \$ 621,800.00 | \$ 561,580.41 |
| 7600 | PAYROLL TAXES | \$ 447,564.00 | \$ 409,796.43 |
| 7900 | RECRUITING AND RETENTION | \$ 69,900.00 | \$ 57,376.69 |
| TOTAL EMPLOYMENT EXPENSES | | \$ 6,245,471.00 | \$ 6,046,505.90 |
| 8110 | RENT, PARKING AND OTHER OCCUPANCY | \$ 676,140.05 | \$ 443,856.87 |
| 8200 | LEASEHOLD IMPROVEMENTS | \$ - | \$ - |
| 8300 | OFFICE MATERIALS AND SUPPLIES | \$ 186,200.00 | \$ 173,200.38 |
| 8400 | PROFESSIONAL SERVICES | \$ 145,000.00 | \$ 125,190.49 |
| 8500 | OTHER BUSINESS SERVICES & INSURANCE | \$ 60,900.00 | \$ 59,551.35 |
| 8600 | MARKETING, TRAVEL, DEVELOP CONSULTING | \$ 52,000.00 | \$ 163,791.60 |
| 8118 | GYMNASIUM EXPENSES (SOAR GRANT) | \$ - | \$ 169,290.26 |
| 8900 | CAPITAL CAMPAIGN EXPENSES | \$ - | \$ 3,218.43 |
| 9100 | STUDENT MATERIALS | \$ 189,500.00 | \$ 219,687.48 |
| 9200 | STUDENT SERVICES | \$ 160,000.00 | \$ 162,771.21 |
| 9300 | STUDENT EXPENSES OTHER | \$ 450,100.00 | \$ 517,085.96 |

| | | | | | |
|-----------------------|------------------------------------|-----------|---------------------|-----------|---------------------|
| 8512 | PA EXPENSES | \$ | - | \$ | 39,007.88 |
| 9950 | DEPRECIATION | \$ | 182,664.00 | \$ | 34,228.53 |
| 9999 | OTHER EXPENSE | \$ | - | \$ | 3,463.33 |
| 9900 | FINANCING - INTEREST AND BANK FEES | \$ | 680,600.00 | \$ | 452,159.69 |
| TOTAL EXPENSES | | \$ | 9,028,575.05 | \$ | 8,613,009.36 |

| | | | | | |
|--|----------------------------------|----|------------|----|--------------|
| | EXCESS/(DEFICIENCY) REV OVER EXP | \$ | 310,948.52 | \$ | 2,255,952.14 |
| | Check Totals | \$ | - | \$ | 0.00 |

2014-15 Approved Budget

WASHINGTON LATIN PUBLIC CHARTER SCHOOL

CONSOLIDATED - DETAILED

MONTHLY BUDGET WORKSHEET

FISCAL YEAR 2015

(1)

| DESCRIPTION | FY2015 ANNUAL BUDGET |
|--|----------------------------|
| <u>REVENUE</u> | |
| Public Income - DC Per Pupil Allocation | 7,109,128 |
| Public Income - DC Special Ed Funding | 460,362 |
| Public Income - DC LEP/NEP Funding | 46,511 |
| Public Income - DC Summer Allocation | 124,725 |
| Public Income - DC Per Pupil Facility Funding | 2,030,592 |
| Public Income - DC Other | 0 |
| Public Income - Federal Entitle - Title I | 0 |
| Public Income - Federal Entitle - Title IIa | 30,000 |
| Public Income - Federal Entitle - Title IV | 0 |
| Public Income - Federal Entitle - SOAR Grant facilities | 0 |
| Public Income - Federal Entitle - Supplemental (IDEA) | 0 |
| Public Income - Federal Grants - Handicapped | 70,000 |
| Public Income - Federal Grants - Safe Schools | 0 |
| Public Income - Federal Grants - Other | 0 |
| Public Income - Federal Programs - Natl Food (lunch program) | 40,000 |
| Public Income - Federal Programs - Facilities | 0 |
| Private Income - Contributions - Individual | 105,000 |
| Private Income - Contributions - Corporate | 15,000 |

| | |
|--|----------|
| Private Income - Contributions - Foundation | 70,000 |
| Private Income - Contributions - PA bank account | 0 |
| Private Income - Capital Campaign | 0 |
| Additional Income - Field Trips Fees | 70,000 |
| Additional Income - Sports Fees | 0 |
| Additional Income - Bus/Transportation Fees | 140,000 |
| Additional Income - School Sales - Meals | 30,000 |
| Additional Income - School Sales - Uniforms | 5,000 |
| Additional Income - School Sales - Other (store) | 7,000 |
| Additional Income - Student Events (Graduation) | 5,000 |
| Additional Income - Investment Income - Interest | 500 |
| Additional Income - Miscellaneous Income | |
| Additional Income - Fundraiser/Donations Annual Fund | |
| Additional Income - Other Income (aftercare) | |

| | |
|-----------------------------|-------------------|
| <u>TOTAL REVENUE</u> | 10,358,818 |
|-----------------------------|-------------------|

| | |
|---|-----------|
| <u>EXPENSES</u> | |
| Salaries - Principal Salaries | 140,000 |
| Salaries - Senior Administrative | 759,769 |
| Salaries - Classrooms Teachers | 2,863,324 |
| Salaries - Summer School salaries | 62,400 |
| Salaries - Academic Adm salaries | 718,821 |
| Salaries - Student support salaries | 459,175 |
| Salaries - Front office staff salaries | 91,203 |
| Salaries - Maintenance/custodial salaries | 89,581 |
| Salaries - Food service salaries | 70,947 |
| Salaries - Administration | 108,079 |
| Salaries - Regular Wage Employees (Substitute teachers and school driver) | 72,800 |
| Salaries - Stipends and Other Curricular | 78,900 |
| Employee Benefits | 716,000 |
| Payroll Taxes | 457,764 |
| Staff Development | 35,000 |

| | |
|--|---------|
| Recruiting and Retention | 37,200 |
| Rent - Decatur - 16th Street | 0 |
| Rent - Upshur | 0 |
| Rent - NWCC/SHUMC | 0 |
| Rent - MEU | 0 |
| Rudolph Rent | 166,140 |
| Summer Rent | 0 |
| Facility Consulting Fees | 0 |
| Leasehold Improvements | 0 |
| Supplemental Space | 0 |
| Utilities and Garbage Removal | 310,000 |
| Janitorial Supplies | 20,000 |
| Janitorial Service | 105,000 |
| Maintenance and Repairs | 30,000 |
| Contracted Building Services | 0 |
| Security Fees | 0 |
| Office Supplies, Equipment and Materials | 38,000 |
| Equipment Rent and Maintenance | 45,000 |
| Postage, Shipping and Delivery | 9,000 |
| Photocopying Charges | 20,000 |
| Authorizer Fees | 45,000 |
| Communications - Telephone | 15,000 |
| Communications - DSL | 10,000 |
| Communications - Cellphone | 7,200 |
| Prof. Services - IT | 40,000 |
| Prof. Services - Consulting Fees - Architect, Business | 0 |
| Prof. Services - Accounting, Audit and Payroll | 74,000 |
| Prof. Services - Legal | 30,000 |
| Prof. Services - Other Prof. Fees | 30,000 |
| Other Business Services | 0 |
| Fees and Licenses | 16,400 |
| Insurance - Property and Liability | 35,000 |
| Insurance - D & O | 10,500 |
| Governance Expenses | 13,000 |

| | |
|---|-------------------|
| Marketing | 20,000 |
| Auto Expense | 15,000 |
| Development Consulting | 0 |
| Gymnasium expense (SOAR Grant) | |
| Capital Campaign Expenses | 0 |
| Student Supplies | 54,000 |
| Student Uniforms | 2,000 |
| Student Assessment Materials | 26,500 |
| Textbooks, Subscriptions, Reference | 63,500 |
| Library and Media Center Materials | 15,000 |
| Discretionary Budgets | 12,500 |
| Student Furniture | 5,000 |
| Student Services - Food Service Fees | 170,000 |
| Student Travel/Field Trips, Metro | 100,000 |
| Student Recruiting | 4,000 |
| Student Expenses Other (Tutoring) | 60,000 |
| Student Sports Programs | 89,100 |
| Student Transportation | 210,000 |
| Student Events (Graduation) | 30,000 |
| Depreciation | 0 |
| Other Expense - Aftercare | 0 |
| Parent Assoc. Expenses | 0 |
| Interest and Bank Fees | 600 |
| Interest expense - Building loan | 1,325,000 |
| TOTAL EXPENSES | 10,032,402 |
| EXCESS/(DEFICIENCY) REV OVER EXP | 326,416 |

Donations of more than \$500

| Donor Names | FY14 Total Giving |
|--|--------------------------|
| Qatar International Foundation | \$242,864 |
| Glenn Kautt | \$75,000 |
| Rossotti Foundation | \$35,400 |
| Stephen and Ann Lovett | \$27,750 |
| Doneg McDonough and Zen Northrip | \$21,000 |
| George Frederick Jewett Foundation | \$20,000 |
| Anonymous | \$12,500 |
| Builidng Hope | \$12,500 |
| The Share Fund, Community Foundation for the National Capital Region | \$10,000 |
| The Lindner Family Foundation | \$7,000 |
| David Roodman and Hoangmia Pham, Ph.D | \$5,112 |
| Eastman Architects | \$5,000 |
| Eric Halperin and Susannah Fox | \$5,000 |
| Luther I Replogle Founation | \$5,000 |
| Mr. Andrew Gomer | \$5,000 |
| Anonymous | \$4,500 |
| Philip and Kathleen Brady | \$4,500 |
| Michael Shoag and Elizabeth Urfer | \$4,200 |
| Eric Madder and Elizabeth Gregg | \$3,700 |
| Global Impact | \$3,136 |
| Combined Federal Campaign Of National Capital Area | \$3,066 |
| Maybelle Kou | \$3,000 |
| Seth and Megan Shapiro | \$3,000 |
| Bart and Diana Oosterveld | \$2,995 |
| Richard and Nicole Micheli | \$2,668 |
| Mark Sherman and Edith Shine | \$2,525 |
| Alan and Amy Meltzer | \$2,500 |
| George and Cheryl Haywood | \$2,500 |
| Joseph Moravec | \$2,500 |
| Mrs. Richard England | \$2,500 |

| | |
|--|---------|
| The Morris and Guwendolyn Cafritz Foundation | \$2,500 |
| Martin Bullock and Jason Walker | \$2,300 |
| LaDonna Pavetti and Mary Fran Miklitch | \$2,050 |
| Erik Warga and Emmanuelle Dusart | \$2,000 |
| Kurt Fernstromm and Jennifer Abercrombie | \$2,000 |
| Michael and Lori Coscia | \$2,000 |
| Peale Foundation | \$2,000 |
| Ziad and Merrill Demian | \$2,000 |
| Giles and Martha Rebour | \$1,900 |
| Joseph Warren and Sarah Neimeyer | \$1,900 |
| Mr. Stephen Dalzell, Ph.D | \$1,800 |
| Thomas Mirabello and Mary Ann Svec | \$1,800 |
| Fannie Mae | \$1,750 |
| Michael Hall and Jane Taylor | \$1,600 |
| Ann and Edward Hoyt | \$1,560 |
| Demian Wilbur Architects | \$1,500 |
| Douglas and Leslie Ammon | \$1,500 |
| John and CathySmeltzer | \$1,500 |
| Kevin Collier | \$1,500 |
| Mr. Eric Anderson | \$1,500 |
| Peter Marks | \$1,500 |
| Ragnar Thoresen and Lisa M. Tate. | \$1,500 |
| Steven and Martha Cutts | \$1,500 |
| Thomas and Jennifer DiBiase | \$1,450 |
| Colin and Suzanne Kimpel | \$1,350 |
| David and Andrea Wood | \$1,250 |
| Mark and Christine D'Alessandro | \$1,250 |
| Deborah Grieser and Ousame Cisse | \$1,225 |
| Erik and Lori Anderson | \$1,225 |
| Vago and Christina Muradian | \$1,200 |
| Christopher and Lisa Wright | \$1,150 |
| Conel and Sarah Alexander | \$1,150 |
| Brian Wirth | \$1,100 |
| Rigoberto and Graciela Argueta | \$1,050 |
| Aldric Crawley | \$1,000 |
| Amir and Adriana Yeroushalmie | \$1,000 |
| CityBridge Foundation | \$1,000 |
| David and Kathrine Butler | \$1,000 |
| Dhiren Patel and Ragini Dalal | \$1,000 |
| James Votaw | \$1,000 |
| Jane Hall | \$1,000 |
| John and Lauren Cattaneo | \$1,000 |
| Juan and Michelle Guthrie | \$1,000 |

| | |
|----------------------------------|------------------|
| Malcolm and Pamela Peabody | \$1,000 |
| Mr. Deane Hundley | \$1,000 |
| Ms. Kimberly Hughes | \$1,000 |
| Paul and Margaret Salem | \$1,000 |
| Phyllis Hedlund | \$1,000 |
| Robert Ryan and Margaret Fineran | \$1,000 |
| The Pew Charitable Trust | \$1,000 |
| Simon and Stacia Jackson | \$900 |
| David Arthur and Denise Woods | \$850 |
| Chris and Lisa Moore | \$820 |
| Green Solutions for Architecture | \$804 |
| Jerry Crute and Deborah Moss | \$800 |
| Joshua Tuerk and John Coon | \$800 |
| Patrica Spicer | \$800 |
| Chinesom Ejiasa | \$780 |
| James and Kathleen Yarsky | \$775 |
| Jeffrey and Lori Ashford | \$750 |
| Open Society Foundation | \$750 |
| Reginald and Marsha Waters | \$700 |
| Magdalena Talamas | \$650 |
| Minturn and Gwen Wright, Sr. | \$650 |
| Richard and Stacy Davis | \$650 |
| Bryant and Gia McClary | \$620 |
| Anthony and Sherrie Allen | \$600 |
| Josh Wolman | \$600 |
| Mr. Randy Baldwin | \$600 |
| Patrick and Catherine Healy | \$600 |
| Timothy and Quincey Grieve | \$600 |
| George and Lisa Olson | \$550 |
| Mr. Max Levasseur | \$550 |
| Patricia Sheehy | \$550 |
| Tim and Amanda Hursen | \$550 |
| Alex and Maria Duran | \$500 |
| Edmund Freeman and Kira Tewalt | \$500 |
| Mark Lerner | \$500 |
| Michael and Satu Webb | \$500 |
| Mr. Peter Nowland | \$500 |
| Richard Mortell | \$500 |
| Ted Hirsch | \$500 |
| TOTAL | \$627,775 |

Washington Latin PCS Staff Roster

75% of teachers have a Masters Degree or higher.

Howard Alpert, Upper School Science

Ryan Benjamin, Director of Data and Assessment and Upper School Math

Rich Bettencourt, Athletic Director and Physical Education

Kara Brady, 9th/10th Grade Director and Upper School English

Rachel Breitman, Upper School English

Suzanne Brooks, Special Education

Courtney Brouse, Middle School Latin

Tyler Burke, Middle School Geography

Joelle Chall, 7th/8th Grade Director and Middle School Mathematics

Bill Clausen, 11th/12th Grade Director, Upper School Latin/English, Department Head

Danielle Cloutier-Simons, Middle School Science

Erin Coppola-Klein, Middle School History

Elizabeth Cunningham, Middle School SPED and English

Martha Cutts, Head of School

Jamel Daugherty, Middle School Latin

Nathan Day, Upper School English , Department Head

Michael Davis, Upper School Mathematics

Teresa Dobler, Middle School Science

Ebony Dorsey, Middle School Latin

John Drury, Upper School History

Albert Edmundson, School Receptionist

Brandon Edwards, Assistant Dean of Students/Middle School

Bob Eleby-El, Director of Student Life

Anne Farrell, Upper School Mathematics

Elias Figueroa, Director of Facilities Management

Peter Findler, Upper School History

Martita Fleming, Director of Operations

Anna Laura Grant, ELL/Drama , Assistant Girls' Soccer Coach

Joe Green, Middle School English

Elise Gursahaney, Upper School Latin

Michelle Guthrie, Upper School Registrar and Community Service Coordinator

Tom Hagerty, Middle School History

Kevin Hallums, Middle School Dean of Students

Sereena Hamm, School Librarian

Megan Hannon, Director of Community Partnerships, Alumni Liaison, Science Dept. Head

Cheryl Haywood, Middle School English

Melissa Hinton, Middle School Counselor

Rebecca Hipps, Literacy Coordinator

Carl Hultgren, Middle School English

Deane Hundley, Director of Development

Geovanna Izurieta, Director of Finance

Jessica Killingley, Upper School Biology
Dena Kolb, College Counselor, Drama , and Special Assistant to the Head
Leah Kolb, Dance
Patti Kolb, Assistant Principal and Middle School Mathematics
Karen Lambert, Upper School French
Crys Latham, Director of College Counseling
Sam Leonard, Upper School English/History
Kate Lewis, Upper School Science
Carl Lyon, Upper School French and Astronomy , IT Support
Gabe Malone, Middle School Latin
Corey Martin, Upper School Latin
Chris Ann Matteo, Middle/Upper School Latin
Mohamed Mewafy, Security Guard
Neelam Minera, Middle School Mathematics
Tendai Mufuka, Development Associate, IT Support, Photography
Adele Mujal, Middle School English
Lesley Nesmith, Occupational Therapist
Melissa Nevola, Upper School Music, Arts Department Head
LaKisha Nickens-Gaither, Middle School Physical Education
Carenda Nunn, Assistant to the Principal
Bear Paul, Business Manager
Lacy Peale, Director of Academics and English
Dami3n Perkins, Middle/Upper School Drama
Kathryn Pike, 5th/6th Grade Director and MS Mathematics
Alexander Porcelli, Upper School Arabic and History
Emily Raskin, Upper School Mathematics, Department Head
Mark Reed, Upper School History
Kathy Reilly, After-School Director and Special Assistant to the Principal
Christopher Richardson, Upper School Math
Ana Rivera, Food Service Coordinator
Vilma Rivera, Food Service Assistant
Khashiffa Roberts, Upper School Special Education , Dean of Students, English
Sharon Robinson, Speech/Language Pathologist
Andrew Rodriguez, Upper School Mathematics
Sherrita Rogers, School Psychologist
Somer Salomon, Upper School English
Meghan Scheld, Middle School Mathematics
Laurel Seid, Assistant Principal and Upper School English
Diana Smith, Principal
Michele Spittler, Upper School French
Lawrence Staten, Middle School Civics
Kristin Stephens, Middle/Upper School Art
John Stiff, Middle School Mathematics

Christina Stouder, Chinese
Lauren Thompson, Middle School Science
Rickey Torrence, Upper School Science
Delicia Vance, Special Education
Jason Vanterpool, Dean of Students
Jack Werstein, Upper School Counselor
Crystal Williams, Director of Student Recruitment, Parent Liaison
Washington Latin PCS Board of Governors FY 2013
Chinesom Ejiasa, *President*
Investment Funds Officer, Overseas Private Investment Corp.
DC Resident

Thomas "Tad" DiBiase, *Vice-President* (PARENT)
Deputy General Counsel
Office of the General Counsel
United States Capitol Police
DC Resident

Alexandra Economou, *Secretary*
Director of Partner Relations and Outreach
Center for Student Opportunity
Virginia Resident

John Davis, *Treasurer*
Managing Director, Evolent Health
DC Resident

Mark Cave, Owner, Country Dogs LLC
Virginia Resident

Christina Erland Culver, President CH Global Strategies, LLC
DC Resident

Russell (Rusty) Greiff, Chief Strategy and Development Office
Learnist
DC Resident

Simon Jackson
Executive Director, CCS
DC Resident

Suzanne Kimpel
Senior Director, Business Development
The Advisory Board Company, Washington DC
Maryland Resident

Mark S. Lerner, R.T.
Director of Medical Imaging, George Washington University Hospital
DC Resident

Max Levasseur
Senior Business Analyst, Fannie Mae
DC Resident

Ann Elizabeth Lovett, Parent
Grants Manager, Foundations, Fauna and Flora International
DC Resident

Susan Schaeffler
Chief Executive Officer, KIPP DC
DC Resident

Christopher Siddall
Washington Director, Satori Consulting
DC Resident

Amina Wilkins, Parent
Senior Environmental Scientist
US EPA
DC Resident

Appendix B



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

October 29, 2015

Chinesom Ejiasa, Board Chair
Washington Latin PCS- Middle School
5200 2nd 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,



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: 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> 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> 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 6th 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 21st 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 <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 5th 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 ENVIRONMENT¹

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 | |
|--|---|--------------------|-----|
| <p>Creating an Environment of Respect and Rapport</p> | <p>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.”</p> <p>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.”</p> | Distinguished | 13% |
| | <p>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!"</p> | Proficient | 78% |
| | <p>The QSR team rated less than 10% of the observations as basic in this component.</p> | Basic | 9% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |

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

| The Classroom Environment | Evidence Observed | School Wide Rating | |
|--|--|--------------------|-----|
| Establishing a Culture for Learning | <p>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.</p> | Distinguished | 26% |
| | | Proficient | 65% |
| | <p>The QSR team rated less than 10% of the observations as basic in this component.</p> | Basic | 9% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |
| Managing Classroom Procedures | <p>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.</p> | 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% |
| Managing Student Behavior | <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 | <p>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.</p> <p>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.</p> | Distinguished | 13% |
| | | Proficient | 83% |
| | <p>The QSR team rated less than 10% of the observations as basic in this component.</p> | Basic | 4% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |

| Instruction | Evidence Observed | School Wide Rating | |
|--|--|--------------------|-----|
| Using Questioning/Prompts and Discussion Techniques | <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% |
| | <p>The QSR team rated less than 10% of the observations as basic in this component.</p> | Basic | 5% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |
| Engaging Students in Learning | <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 | |
|---|---|--------------------|-----|
| | <p>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.</p> | Proficient | 70% |
| | <p>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 competing the classwork.</p> | Basic | 21% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |
| <p>Using Assessment in Instruction</p> | <p>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</p> | 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 |
|---|--|---|---|--|
| Creating an Environment of Respect and Rapport | Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict. | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class. |
| Establishing a Culture for Learning | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.” | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject. |
| Managing Classroom Procedures | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. |

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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

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

Appendix C



October 29, 2015

Chinesom Ejiasa, Board Chair
Washington Latin Public Charter School – Upper School
5200 2nd Street 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 Public Charter School – High School between September 28 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 Public Charter School – Upper School.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: October 29, 2015

Campus Name: Washington Latin Public Charter School – Upper School

Ward: 4

Grade levels in school year 2015-16: 9-12

Enrollment in school year 2015-16: 319

Reason for visit: 10-year review

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

Number of observations: 30

Summary

The mission of Washington Latin Public Charter School – Upper School (Washington Latin PCS – US) is as follows: Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. The school offers a robust curriculum outside of the core subjects: students had access to a variety of high-level language classes, art, music, and extracurricular clubs such as Anime, poetry, and philosophy.

The QSR team scored 86% of the observations as distinguished or proficient in the Classroom Environment domain. Students were well behaved and respectful of their teachers and peers. In one observation students completed a gallery walk in the hallway without disrupting other classes. In most observations there was little or no need for teacher intervention in student behavior, and when teachers did intervene, it was quiet and non-disruptive, often using physical proximity or brief cues. The QSR team noted student behavior in a few observations that was vastly different from the otherwise high standard for excellent and often student-driven behavior management in the majority of observations.

The QSR team scored 81% of the observations as distinguished or proficient in the Instruction domain. In many observations students had the opportunity and ability to drive their learning through in-depth, thoughtful discussions. Teachers used effective instructional strategies for differentiation including: scaffolding challenging content; use of overhead projectors and videos for visual supports; repetition of directions and information; breaking down long-term assignments into smaller, more manageable chunks; and use of software such as Noodle Tools and Google Drives for completion of long-term research and writing assignments. In some observations, however, there was little differentiation: all students worked on the same content, completed the same assignments and used the same processes for learning.

Prior to the two-week window, Washington Latin PCS – US provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. Responses from the questionnaire indicated that special education services are provided using a full-inclusion model, where special-education teachers push into general education classroom settings to support general education teachers, and to provide students with Individualized Education

Program (IEPs) required instructional/testing accommodations, special education services and supplemental supports. The Special Education Consultant who served on the team observed services being provided using an inclusion model, where both a general education and special education teacher collaborated to provide instruction and academic supports to students with and without disabilities. Classes were taught using a Team Teaching model. With this model both educators in the classroom shared the instructional role and provided comparable instruction and support to all of the students in their classes. The special education teachers did not limit their support and services to students receiving special education services, rather they were observed providing instruction, feedback and support to all of the students in their class (both those with and without IEPs). In the co-taught classrooms instruction and support took the form of one-on-one, small group, and whole group activities.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Washington Latin Public Charter 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: 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 the school is fulfilling its mission. The academic program was rigorous: the QSR team observed several Advanced Placement classes; students demonstrated higher-order thinking skills including synthesis, evaluation, and analysis; and 86% of observations were rated distinguished or proficient or Distinguished in the Instruction domain.</p> <p>The QSR team also observed some examples of in-depth engagement with a classical education. In one observation students were studying <i>The Odyssey</i>; in another, students held a complex conversation on theories of government; in a third, students learned about the Roman Emperor Otto I. As evidenced by the class listing, students are also offered a wide variety of foreign languages, including Chinese, Latin, French and Arabic.</p> <p>The hallways are also devoted to a classical education, with carefully chosen quotes from classic authors. These are sprinkled throughout the building.</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 quality of Classroom Environment and Instruction across the school are strong evidence of achievement of this goal: in both domains, the QSR team scored more than 80% of classrooms as distinguished or proficient. Most classrooms operated effectively with established routines and</p> |

| Mission and Goals | Evidence |
|--|---|
| | <p>engaging lessons that resulted in students on-task and respecting one-another and the teachers. Observers noted students participating in thoughtful discussions, engaging with the learning activities, and guiding their own learning through choice activities.</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>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Outcomes aligned to College and Career Readiness</i></p> | <p>English language arts and math classes offered content that was on or above grade level. The quality of teaching and learning was very high in most classes. Students engaged in tasks that required higher order thinking skills including synthesis, evaluation, and analysis with enthusiasm and energy. In math labs in particular, students seemed to have the opportunity to work at their own pace. In the limited examples of weak classroom or behavior management, learning was not disrupted but may have been delayed.</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 classroom and school culture was consistently positive and committed to learning during the QSR team’s observations. Students were respectful and on-task. Students and teachers demonstrated genuine enthusiasm for the content and learning, demonstrated through expressive body language, enthusiastic tones of voice, and comments such as, “It doesn’t matter if you are wrong. You are brave, which is just as important.”</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,</p> |

| Mission and Goals | Evidence |
|--------------------------|--|
| | 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. |

THE CLASSROOM ENVIRONMENT¹

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 86% 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 90% of the observations as distinguished or proficient in this domain. Teachers and students used words like “thank you” and “good job.” In one observation, a student checked to make sure their peers had opportunities to share before they spoke again. Students demonstrated genuine concern for one another. One student took the initiative to get a tissue for another student. | Distinguished | 21% |
| | | Proficient | 69% |
| | The QSR team rated 10% of the observations as basic in this component. In a few observations there were cases of students demonstrating disrespect for the teacher, such as continuing to talk out of turn even after being instructed to stop. | Basic | 10% |
| | The QSR team rated none of the observations as unsatisfactory in this component. | Unsatisfactory | 0% |
| Establishing a Culture for Learning | The QSR team scored 83% of the observations as distinguished or proficient in this component. Students expressed genuine enthusiasm and urgency around learning. Students encouraged one another to take intellectual risks and stayed engaged with the content until they were satisfied that they had fulfilled the questions asked of them. | Distinguished | 43% |
| | | Proficient | 40% |

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

| The Classroom Environment | Evidence Observed | School Wide Rating | |
|--------------------------------------|---|---------------------------|-----|
| | The QSR team rated 17% of the observations as basic in Establishing a Culture for Learning. In some observation students had their heads down on their desks or teachers did not communicate the importance of the content or activities. | Basic | 17% |
| | The QSR team rated none of the observations as unsatisfactory in this component. | Unsatisfactory | 0% |
| Managing Classroom Procedures | The QSR team scored 87% of the observations as distinguished or proficient in this component. Teachers managed classrooms smoothly. Teachers relied on students to support the efficient operations of the class, such as by collecting homework assignments or by beginning Do Now/warm-up activities upon entering the classroom without being prompted. Transitions between activities were effective with little or no lost instructional time. Students who completed activities early began reading independently without being prompted. | Distinguished | 20% |
| | | Proficient | 67% |
| | The QSR team scored 13% of the observations as basic. In these observations there was little evidence of established procedures. In one instance students took out the prior night's homework, but it was never collected or reviewed. | Basic | 13% |
| | The QSR team rated none of the observations as unsatisfactory in this component. | Unsatisfactory | 0% |

| The Classroom Environment | Evidence Observed | School Wide Rating | |
|----------------------------------|--|---------------------------|-----|
| Managing Student Behavior | The QSR team scored 83% of the observations as distinguished or proficient in this component. Students managed their own behavior and gently reminded others about proper behavior. One student asked others not to laugh during a song because they were being recorded. In some observations teachers managed behavior through proximity (e.g., standing next to a student with his head on the table) without words or interruptions of classroom activities. | Distinguished | 30% |
| | | Proficient | 53% |
| | The QSR team scored 17% of the observations as basic. In these observations students repeatedly did not comply with instructions, such as to remove jackets or hoods, or to stop talking out of turn and off topic. In a few observations teachers repeatedly hushed students without consistent effect. | Basic | 17% |
| | The QSR team rated none of the observations as unsatisfactory in this component. | 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 81% of classrooms as “distinguished” or “proficient” for the Instruction domain.

| Instruction | Evidence Observed | School Wide Rating | |
|---|---|-----------------------|------------|
| <p>Communicating with Students</p> | <p>The QSR team scored 90% of the observations as distinguished or proficient in this component. Teachers communicated effectively with clear directions and purpose for the lesson. Teachers and students referenced prior lessons and situated the day’s lesson within broader learning, such as “We’re going to finish [the topic we’ve been discussing] today, which means the questions are going to be a little bit more aggressive.” Teachers also provided students with reference guides for completing activities. In a few observations teachers warned students to be particularly careful around areas that might be confusing, such as the difference between speed and velocity or saying, “This is going to mess with your heads a little bit.”</p> | <p>Distinguished</p> | <p>14%</p> |
| | | <p>Proficient</p> | <p>76%</p> |
| | <p>The QSR team scored 10% of the observations as basic. In these observations assignments were confusing as evidenced by students asking teachers to repeat directions multiple times after the activity had begun. In very rare cases teachers made content errors and were corrected by students.</p> | <p>Basic</p> | <p>10%</p> |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | <p>Unsatisfactory</p> | <p>0%</p> |

| Instruction | Evidence Observed | School Wide Rating | |
|--|---|--------------------|-----|
| Using Questioning/Prompts and Discussion Techniques | <p>The QSR team scored 68% of the observations as distinguished or proficient in this component. Teachers used high-order thinking questioning and discussion techniques. Questions required deeper thought, such as “Why is it disgraceful?” or “What does he want to come out of his speech?” Students were often the main drivers of class discussions. In one observation the teacher only spoke to ask clarifying questions or dig for more evidence. One student asked the teacher “How?” and the teacher asked “How?” back to the ..</p> | Distinguished | 18% |
| | | Proficient | 50% |
| | <p>The QSR team scored 29% of the observations as basic in this component. In these observations discussions were much more limited. Teachers focused on having students recall information, such as defining the format for citations or naming the author of a work. Questions tended to be rapid fire and all posed by the teacher. Not all students participated in discussions in these classrooms.</p> | Basic | 29% |
| | <p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 4% |
| Engaging Students in Learning | <p>The QSR team rated 83% of the observations as distinguished or proficient in this component. Students worked on activities aligned with the lesson objectives. Students were given multiple ways to access materials, such as watching a video and reading a printed transcript of a speech. Pacing was appropriate to allow for intellectual engagement and students were able to</p> | Distinguished | 21% |

| Instruction | Evidence Observed | School Wide Rating | |
|--|--|--------------------|-----|
| | <p>work at their pace, moving on to new assignments when ready. There were multiple groupings of students within some classrooms, such as half the students participating in a Socratic seminar and the other half taking notes and drawing inferences. In some observations students were able to drive the content of the discussion through their questioning and inferences, leading to very high engagement and enthusiasm for the content.</p> | Proficient | 62% |
| | <p>The QSR team scored 17% of the observations as basic. In these observations students had only one way to complete the activities or learn the content, such as by completing a worksheet. Few students were intellectually engaged and others tended to talk off-topic or work on homework for other classes.</p> | Basic | 17% |
| | <p>The QSR team rated none of the observations as unsatisfactory in this component.</p> | Unsatisfactory | 0% |
| Using Assessment in Instruction | <p>The QSR team scored 83% of the observations as distinguished or proficient in this component. Teachers constantly assessed student learning through multiple methods, including direct questioning, circulating to review work, and engaging with small group and large group discussions. In one observation a teacher asked students to remind her of the expectations for journals.</p> | Distinguished | 21% |
| | | Proficient | 62% |

| Instruction | Evidence Observed | School Wide Rating | |
|-------------|---|--------------------|-----|
| | The QSR team scored 14% of the observations as basic. Assessment was either not done or done primarily through group questioning, without opportunities to gauge individual students' grasp of the materials. | Basic | 14% |
| | The QSR team rated less than 10% of the observations as unsatisfactory in this component. | Unsatisfactory | 3% |

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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

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

Appendix D

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|----------------------|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Secondary Transition | 12) Postsecondary Goal Addresses Education or Training §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 0 | 1 | 0 |
| Secondary Transition | 13) Postsecondary Goal Addresses Employment §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 0 | 1 | 0 |
| Secondary Transition | 14) Postsecondary Goal Addresses Independent Living §300.320(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |
| Secondary Transition | 15) Postsecondary Goal(s) Updated Annually §300.320(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 17) Transition Services Assist Student To Meet Postsecondary Goals §300.320 | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18) Transition Services Include Courses of Study §300.320(b)(2) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 19) Student Invited To IEP Meeting §300.321(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 20) Representative Participating Agency Invited to IEP Meeting §300.321(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|----------------------|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Secondary Transition | 12) Postsecondary Goal Addresses Education or Training §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 13) Postsecondary Goal Addresses Employment §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 14) Postsecondary Goal Addresses Independent Living §300.320(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |
| Secondary Transition | 15) Postsecondary Goal(s) Updated Annually §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 17) Transition Services Assist Student To Meet Postsecondary Goals §300.320 | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18) Transition Services Include Courses of Study §300.320(b)(2) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B)) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 19) Student Invited To IEP Meeting §300.321(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 20) Representative Participating Agency Invited to IEP Meeting §300.321(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

| #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| 0 | 3 | 0 | 0.00 | 3 | 0 | 0 | 100.00 |

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|----------------------|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Secondary Transition | 12) Postsecondary Goal Addresses Education or Training §300.320(b) | 0 | 1 | 0 | 0.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 13) Postsecondary Goal Addresses Employment §300.200(b) | 0 | 1 | 0 | 0.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 14) Postsecondary Goal Addresses Independent Living §300.320(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |
| Secondary Transition | 15) Postsecondary Goal(s) Updated Annually §300.320(b) | 0 | 1 | 0 | 0.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 17) Transition Services Assist Student to Meet Postsecondary Goals §300.320 | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18) Transition Services Include Courses of Study §300.320(b)(2) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B)) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 19) Student Invited to IEP Meeting §300.321(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 20) Representative Participating Agency Invited to IEP Meeting §300.321(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|----------------------|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Secondary Transition | 12) Postsecondary Goal Addresses Education or Training §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 13) Postsecondary Goal Addresses Employment §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 14) Postsecondary Goal Addresses Independent Living §300.320(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |
| Secondary Transition | 15) Postsecondary Goal(s) Updated Annually §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 17) Transition Services Assist Student to Meet Postsecondary Goals §300.320 | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18) Transition Services Include Courses of Study §300.320(b)(2) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B)) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 19) Student Invited to IEP Meeting §300.321(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 20) Representative Participating Agency Invited to IEP Meeting §300.321(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|----------------------|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Secondary Transition | 12) Postsecondary Goal Addresses Education or Training §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 13) Postsecondary Goal Addresses Employment §300.320(b) | 0 | 1 | 0 | 0.00 | 0 | 1 | 0 | 0.00 |
| Secondary Transition | 14) Postsecondary Goal Addresses Independent Living §300.320(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |
| Secondary Transition | 15) Postsecondary Goal(s) Updated Annually §300.320(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 17) Transition Services Assist Student to Meet Postsecondary Goals §300.320 | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18) Transition Services Include Courses of Study §300.320(b)(2) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B)) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 19) Student Invited to IEP Meeting §300.321(b) | 1 | 0 | 0 | 100.00 | 1 | 0 | 0 | 100.00 |
| Secondary Transition | 20) Representative Participating Agency Invited to IEP Meeting §300.321(b) | 0 | 0 | 1 | 0.00 | 0 | 0 | 1 | 0.00 |

Appendix E



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

| | |
|---------------------------------|--|
| LEA: | Washington Latin Public Charter School |
| Final Percentage Rating: | 102% |
| Determination Level: | Meets Requirements |

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

| Item Number | Element | Determination | Number of Points Earned |
|--------------------|--|---|--------------------------------|
| 1 | History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13) | <ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – N/A Indicator 12 – N/A Indicator 13 – not in compliance | 0 |
| 2 | Information regarding timely, valid and reliable data | <ul style="list-style-type: none"> All data are valid and reliable and submitted timely | 4 |
| 3a | Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level) | <ul style="list-style-type: none"> LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit | N/A |
| 3b | Dispute resolution findings (student and/or LEA level) | <ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA. | N/A |

| | | | |
|---|---|--|--------------------------|
| 4 | Outcomes of sub-recipient audit reports | <ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) –2 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) –0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points | 3.30 (average points) |
| 5 | Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data | <ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle | 4 |
| 6 | Compliance with the IDEA Maintenance of Effort (MOE) requirement | <ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely | 2 |
| 7 | Performance on selected District of Columbia State Performance Plan (SPP) indicators | <ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its students into separate settings | N/A 1 |

| | | | |
|--|--|---|--------------|
| 8 | Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score) | <ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance | 2 |
| Total Number of Points Earned + Additional Points | | | 16.30 |
| Total Possible Points from Applicable Elements | | | 16 |
| Percentage of Points from Applicable Elements | | | 102% |



ENCLOSURE 2

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

| | |
|---------------------------------|--|
| LEA: | Washington Latin Public Charter School |
| Final Percentage Rating: | 89% |
| Determination Level: | Meets Requirements |

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

| Element | Element Description | Determination | Number of Points Achieved | Number of Points Possible |
|----------------|---|---|----------------------------------|----------------------------------|
| 1 | History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13) | <ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – not in compliance | 0 | 2 |
| 2 | Information regarding timely, valid and reliable data | <ul style="list-style-type: none"> • All data are submitted timely | 4 | 4 |
| 3a | Identified noncompliance from on-site compliance monitoring and/or focused monitoring | <ul style="list-style-type: none"> • LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit | N/A | N/A |
| 3b | Dispute resolution findings | <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA | N/A | N/A |

| | | | | |
|---|---|--|--------------------|--------------------|
| 4 | Outcomes of sub-recipient audit reports | <ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points | 4 (average points) | 4 (average points) |
| 5 | Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data | <ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle | 4 | 4 |
| 6 | Compliance with the IDEA Maintenance of Effort (MOE) requirement | <ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely | 2 | 2 |
| 7 | Performance on selected District of Columbia State Performance Plan (SPP) indicators | <ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup | 0 | 0 |

| | | | | |
|---|--|---|-----|---|
| 8 | Evidence of correction of findings of noncompliance, including progress toward full compliance | <ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance | 2 | 2 |
| Total Number of Points Achieved | | | 16 | |
| Total Possible Points from Applicable Elements | | | 18 | |
| Percentage of Points Achieved from Applicable Elements | | | 89% | |



ENCLOSURE 2

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

| | |
|---------------------------------|--|
| LEA: | Washington Latin Public Charter School |
| Final Percentage Rating: | 92% |
| Determination Level: | Meets Requirements |

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

| Element | Element Description | Determination Criteria | Number of Points Achieved | Number of Points Possible |
|----------------|---|--|----------------------------------|----------------------------------|
| 1 | History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13) | <ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – compliant • Indicator 10 – compliant • Indicator 11 – compliant • Indicator 12 – N/A • Indicator 13 – noncompliant | 3 | 4 |
| 2 | Information regarding timely, valid and reliable data | <ul style="list-style-type: none"> • All data are submitted timely | 4 | 4 |
| 3a | Identified noncompliance from on-site compliance monitoring and/or focused monitoring | <ul style="list-style-type: none"> • 75-89% of areas reviewed in compliance | 1 | 2 |
| 3b | Dispute resolution findings | LEA has 51-100 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-8 findings of noncompliance | 2 | 2 |

| | | | | |
|---|---|--|---|---|
| 4 | Outcomes of sub-recipient audit reports | <ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 | 4 | 4 |
| 5 | Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data | <ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle | 4 | 4 |
| 6 | Compliance with the IDEA Maintenance of Effort (MOE) requirement | <ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely | 2 | 2 |
| 7 | Performance on selected District of Columbia State Performance Plan (SPP) indicators | <ul style="list-style-type: none"> • LEA met District of Columbia FFY 2012 AMO math targets for the disability subgroup – 1 • LEA did not meet District of Columbia FFY 2012 AMO reading targets for the disability subgroup – 0 | 1 | 2 |

| | | | | |
|---|--|---|-----|-----|
| 8 | Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score) | <ul style="list-style-type: none"> LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013 | N/A | N/A |
| | | <ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009 | 1 | |
| Total Number of Points Achieved | | | | 22 |
| Total Possible Points from Applicable Elements | | | | 24 |
| Percentage of Points Achieved from Applicable Elements | | | | 92% |

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

| | |
|---------------------------------|--|
| LEA: | Washington Latin Public Charter School |
| Final Percentage Rating: | 81% |
| Determination Level: | Meets Requirement |

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

| Element | Element Description | Determination Criteria | Number of Points Achieved | Number of Points Possible |
|-----------|---|---|---------------------------|---------------------------|
| 1 | History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13) | <ul style="list-style-type: none"> • Indicator 4b – in compliance • Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – not in compliance | 3 | 4 |
| 2 | Information regarding timely, valid and reliable data | <ul style="list-style-type: none"> • All data are submitted timely | 4 | 4 |
| 3a | Identified noncompliance from on-site compliance monitoring and/or focused monitoring | Student-level <ul style="list-style-type: none"> • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit | N/A | N/A |
| 3b | Dispute resolution findings | LEA has 51-100 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-8 findings of noncompliance | 2 | 2 |

| | | | | |
|---|---|--|-----|---|
| 4 | Outcomes of sub-recipient audit reports | <ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 0 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 | 3.5 | 4 |
| 5 | Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data | <ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle | 2 | 4 |
| 6 | Compliance with the IDEA Maintenance of Effort (MOE) requirement | <ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely | 2 | 2 |
| 7 | Performance on selected District of Columbia State Performance Plan (SPP) indicators | <ul style="list-style-type: none"> • LEA did not meet District of Columbia FFY 2013 AMO math targets for the disability subgroup • LEA did not meet District of Columbia FFY 2013 AMO reading targets for the disability subgroup | 0 | 2 |

| | | | | |
|---|--|---|---|------|
| 8 | Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score) | <ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance | 2 | 2 |
| | | <ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 | 1 | |
| Total Number of Points Achieved | | | | 19.5 |
| Total Possible Points from Applicable Elements | | | | 24 |
| Percentage of Points Achieved from Applicable Elements | | | | 81% |

Appendix F

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|--|--|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Initial Evaluation and Reevaluation | 12) Parents Provided Procedural Safeguards §300.504(a)(1) | 0 | 3 | 0 | 0.00 | 2 | 0 | 1 | 100.00 |
| Initial Evaluation and Reevaluation | 13) Parent Consent for Initial Evaluation §300.300(a) | 2 | 1 | 0 | 66.67 | 3 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 14) Consent Form Signature Date Prior to Initial Evaluation §300.300(a) | 2 | 0 | 0 | 100.00 | 2 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 15) Variety of Assessment Tools and Strategies Used §300.304 | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 16) Parent Consent for Reevaluation §300.300(c)(1) | 4 | 3 | 0 | 57.14 | 7 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 17) Consent Form Signature Date Prior to Reevaluation §300.300(c)(1) | 4 | 0 | 0 | 100.00 | 4 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 18) IEP Team Review of Existing Data §300.305 | 6 | 1 | 0 | 85.71 | 7 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 19) Variety of Sources Used to Determine Continued Eligibility §300.306(c) | 7 | 0 | 0 | 100.00 | 7 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 20) Parent/Student Invited to IEP Meeting §300.322(a)(1) | 9 | 1 | 0 | 90.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 21) Parent/Student Notified of Meeting §300.322(a)(1) | 9 | 0 | 0 | 100.00 | 9 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 22) Parent Meets Definition in IDEA Regulations §300.30 - | 8 | 1 | 0 | 88.89 | 8 | 1 | 0 | 88.89 |
| IEP (Individualized Education Program) | 23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e) | 7 | 3 | 0 | 70.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e) | 8 | 2 | 0 | 80.00 | 9 | 0 | 1 | 100.00 |
| IEP (Individualized Education Program) | 25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 27) IEP Contains Description of How Progress Measured §300.320(a)(2)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i) | 3 | 1 | 6 | 75.00 | 3 | 1 | 6 | 75.00 |
| IEP (Individualized Education Program) | 29) Description and Documentation of Progress Toward Related Services Goals §30 | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2) | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 |
| IEP (Individualized Education Program) | 31) ESY Determined on Individual Basis §300.106(a)(2) | 6 | 4 | 0 | 60.00 | 9 | 0 | 1 | 100.00 |
| IEP (Individualized Education Program) | 35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1) | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 36) Implementation of Related Services §300.323(c)(2) | 8 | 2 | 0 | 80.00 | 9 | 1 | 0 | 90.00 |
| IEP (Individualized Education Program) | 37) Annual IEP Review §300.324(b)(1)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| LRE (Least Restrictive Environment) | 40) Consideration of Harmful Effects §300.116(d) | 8 | 0 | 2 | 100.00 | 8 | 0 | 2 | 100.00 |
| LRE (Least Restrictive Environment) | 42) Student Placement Based on IEP §300.116(b)(2) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |

| Report Section | Compliance Item | #C (Initial) | #NC (Initial) | #NA (Initial) | % (Initial) | #C (Final) | #NC (Final) | #NA (Final) | % (Final) |
|--|---|--------------|---------------|---------------|-------------|------------|-------------|-------------|-----------|
| Initial Evaluation and Reevaluation | 12) Parents Provided Procedural Safeguards §300.504(a)(1) | 0 | 3 | 0 | 0.00 | 2 | 0 | 1 | 100.00 |
| Initial Evaluation and Reevaluation | 13) Parent Consent for Initial Evaluation §300.300(a) | 2 | 1 | 0 | 66.67 | 3 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 14) Consent Form Signature Date Prior to Initial Evaluation §300.300(a) | 2 | 0 | 0 | 100.00 | 2 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 15) Variety of Assessment Tools and Strategies Used §300.304 | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 16) Parent Consent for Reevaluation §300.300(c)(1) | 4 | 3 | 0 | 57.14 | 7 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 17) Consent Form Signature Date Prior to Reevaluation §300.300(c)(1) | 4 | 0 | 0 | 100.00 | 4 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 18) IEP Team Review of Existing Data §300.305 | 6 | 1 | 0 | 85.71 | 7 | 0 | 0 | 100.00 |
| Initial Evaluation and Reevaluation | 19) Variety of Sources Used to Determine Continued Eligibility §300.306(c) | 7 | 0 | 0 | 100.00 | 7 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 20) Parent/Student Invited to IEP Meeting §300.322(a)(1) | 9 | 1 | 0 | 90.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 21) Parent/Student Notified of Meeting §300.322(a)(1) | 9 | 0 | 0 | 100.00 | 9 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 22) Parent Meets Definition in IDEA Regulations §300.30 - | 8 | 1 | 0 | 88.89 | 8 | 1 | 0 | 88.89 |
| IEP (Individualized Education Program) | 23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e) | 7 | 3 | 0 | 70.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e) | 8 | 2 | 0 | 80.00 | 9 | 0 | 1 | 100.00 |
| IEP (Individualized Education Program) | 25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 27) IEP Contains Description of How Progress Measured §300.320(a)(2)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i) | 3 | 1 | 6 | 75.00 | 3 | 1 | 6 | 75.00 |
| IEP (Individualized Education Program) | 29) Description and Documentation of Progress Toward Related Services Goals §300.320(a)(2)(i) | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2) | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 |
| IEP (Individualized Education Program) | 31) ESY Determined on Individual Basis §300.106(a)(2) | 6 | 4 | 0 | 60.00 | 9 | 0 | 1 | 100.00 |
| IEP (Individualized Education Program) | 35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1) | 3 | 0 | 0 | 100.00 | 3 | 0 | 0 | 100.00 |
| IEP (Individualized Education Program) | 36) Implementation of Related Services §300.323(c)(2) | 8 | 2 | 0 | 80.00 | 9 | 1 | 0 | 90.00 |
| IEP (Individualized Education Program) | 37) Annual IEP Review §300.324(b)(1)(i) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |
| LRE (Least Restrictive Environment) | 40) Consideration of Harmful Effects §300.116(d) | 8 | 0 | 2 | 100.00 | 8 | 0 | 2 | 100.00 |
| LRE (Least Restrictive Environment) | 42) Student Placement Based on IEP §300.116(b)(2) | 10 | 0 | 0 | 100.00 | 10 | 0 | 0 | 100.00 |