

District of Columbia Public Charter Schools Enrollment

October 7, 2004

TCBA

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EXECUTIVE SUMMARY

Thompson, Cobb, Bazilio & Associates, PC (TCBA) was retained by the State Education Office of the District of Columbia (the SEO) to conduct a full census-type audit of the October 7, 2004, student enrollment for the District of Columbia Public Schools (DCPS) and public charter schools. In addition to the enrollment verification, TCBA reviewed each student file to ensure that it contained proper documentation to support residency, special education, and English language proficiency designations. This report presents the results of the census-type audit for only public charter schools; DCPS is reported separately.

This was the eighth year that a 100% verification of student enrollment and residency files for charter schools was conducted. As shown in Chart 1, the annual public charter school enrollment is increasing, while the number of DCPS enrolled students is decreasing.

schools that had no more than one enrollment or residency issue remaining after the resolution process, signifying good administrative practices and cooperation with the census process. These schools are:

- Arts & Technology Academy
- Barbara Jordan PCS
- Capital City PCS
- Eagle Academy
- E.L. Haynes PCS
- Jos-Arz Academy
- Marriott Hospitality PCS
- Paul PCS
- Sasha Bruce PCS
- SEED PCS
- The Next Step PCS
- Two Rivers PCS
- The School for Arts in Learning (SAIL)

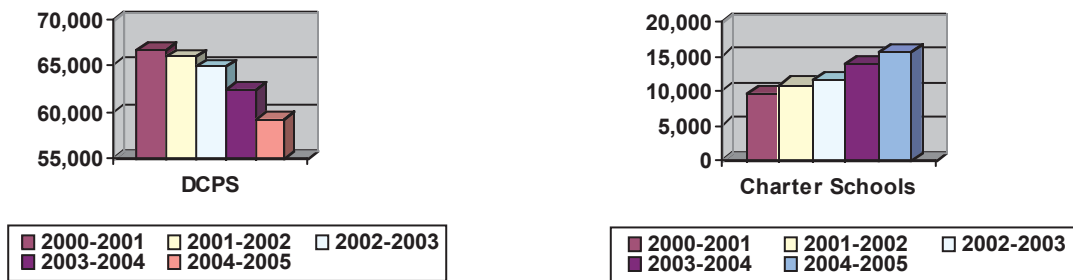


Chart 1: 5-Year Enrollment Trend (based on Reported PCS Enrollment)

It is the nature of these reports to bring attention to discrepancies and improper adherence to policies. However, we would like to commend those

The SY 2004 - 2005 Enrollment Rosters submitted by the public charter schools (Reported Enrollment) reflect a total of 15,839 students as of



October 7, 2004, consisting of 4,057 students enrolled in schools chartered by the Board of Education (BOE) and 11,782 students enrolled in schools chartered by the D.C. Public Charter School Board (PCSB). The results of the census-type audit verified:

- 3,942 students enrolled in schools chartered by BOE, and
- 11,555 students enrolled in schools chartered by PCSB.

Of the 15,497 students verified as enrolled in charter school programs, we found:

- 20 students present and attending at October 7, 2004, who were not on the Enrollment Rosters;
- 155 students for whom residency verification was inadequate;
- 1,437 students who receive special education services; and
- 796 LEP/NEP students.

Enrollment

Our student count as of October 7, 2004, was 15,497 without regard to residency and 15,342 for students with verified residency.

The enrollment count was based primarily on verification of the student's presence in the school.

Public Charter Schools	BOE	PCSB	Total	Reported Enrollment	Difference
Total Enrollment	3,942	11,555	15,497	15,839	(342)
Enrollment with Verified Residency	3,903	11,439	15,342	15,839	(497)

Table 1: Enrollment Comparison

For students who were not present on the day of the count, we relied on the enrollment and attendance records provided by the school and assumed those documents to be accurate and complete. However, we found numerous inconsistencies between the system and manual attendance records as well as some evidence that the attendance records did not accurately reflect attendance. In an exception-based system, it is not possible to determine if the inconsistencies are intentional or unintentional misrecordings. The level of inconsistency makes questionable the reliability of some schools' attendance records.

The attachments to this report provide a breakdown of total enrollment by grade. The Next Step PCS is an ungraded high school. For purposes of this audit, the students at The Next Step PCS were categorized based on age as follows:

14/15 years old	9th Grade
16 years old	10th Grade
17 years old	11th Grade
18+ years old	12th Grade

Table 1 shows the audited enrollment count for public charter school students compared to the Reported Enrollment. (See Table 2 for the breakdown of students' residency status.)



The enrollment total includes 29 students in the Community Academy On-Line program. The SEO has not received documentation that this program is approved for funding.

Residency

Of the 15,497 students found to be enrolled, there were 155 students for whom proof of residency provided to the auditors was inadequate or unavailable.

We reviewed the District Residency Verification Form (Residency Form) for every student included

validity, we cannot assess the degree with which the residency verification rules are complied. However, there is evidence that schools are accepting documents that do not comply with the rules.

During the initial review, we identified students for whom the Residency Form was missing or incomplete. The principals were given an opportunity to provide the documentation proving residency. Table 2 summarizes the final results of the residency review. The "Not Verified" column includes students for whom we were not provided the necessary documentation to make a determination of residency status in accordance with the residency rules issued by the SEO. (See Attachment 9.)

	Resident	Non-Resident Paying Tuition	Not Verified	Total
BOE	3,899	4	39	3,942
PCSB	11,439	-	116	11,555
Total	15,338	4	155	15,497

Table 2: Residency

in the census, except students for whom no form was on file. For purposes of the audit, a properly completed and signed Residency Form was considered to have been completed in accordance with the applicable rules. However, there is no evidence to support that they had been completed in accordance with the residency rules, and, in some instances, we found that the rules were not followed.

Because the audit process is limited to reviewing only the Residency Verification Forms, with no supporting documents by which to determine

Roots PCS has four non-resident students enrolled who have been assessed tuition for SY 2004 - 2005. One student is in pre-kindergarten, two students are in kindergarten, and one student is in the eighth grade. The tuition charged for the students varies by grade level. Annual tuition for pre-school and pre-kindergarten is \$8,532, and tuition for kindergarten is \$7,812. For all other grades the tuition is set at \$7,111. Parents have the option of paying the tuition in one annual payment by the 30th of September or installment payments over the course of the school year. The total tuition to be collected from these four students is \$31,267.



This report includes both quantitative enrollment data as well as qualitative observations. Only those students who are District residents, or pay tuition, are considered properly enrolled. Therefore, the enrollment data are presented in two ways - enrollment without regard to residency and enrollment only for students who have properly proven residency or who pay tuition. The quantitative data are presented in the attachments to this report.

The qualitative findings are discussed in detail in the Observations section of this report. Many of the anomalies that we discovered during the census-type audit can be addressed through a few comprehensive recommendations. Some of these recommendations were made last year; based on our review this year, we believe they bear repeating.



OBSERVATIONS

Residency

Although significant improvements have been made each year, residency verification continues to be an issue at public charter schools. The audit process was limited to determining if the school had completed the Residency Form. However, the fact that a completed form is on file does not guarantee that valid proof was provided. After the initial review, we gave the principals an opportunity to provide the proof of residency for students for whom the Residency Forms were incomplete or missing. In reviewing the documentation provided, we found that the residency requirements are not being strictly adhered to. For instance, when accepting leases and utility bills as proof of residency, the cancelled checks or receipt of payment are often not included. Some principals and staff appear to be still unaware of this requirement although it is clearly stated on the Residency Verification Form. We also found instances of W-2's being accepted as well as pay stubs that did not show DC taxes being withheld.

There is no central point of information and training for the charter schools. Therefore, there are varying levels of understanding of the residency rules. In meetings held prior to the audit, many charter schools, primarily BOE schools, expressed that they had never been informed of a change in the residency rules nor had received the revised Residency Verification Form.

Improve the Residency Verification Process

We recommend that the SEO undertake a project to revamp the process used to verify residency. The current process is burdensome to the school staff and the parents. It can also be circumvented and is not strictly adhered to by all schools. As recommended in previous years, we believe that

the objectives of residency verification can be achieved more efficiently and thoroughly through one, or a combination, of the following:

1. Automated matching of files available in systems throughout the District, such as the Office of Tax and Revenue, the Department of Human Services, or the Department of Motor Vehicles;
2. Establishing central centers for residency verification; and
3. Outsourcing to reduce the burden on schools and strengthen controls.

If these methods cannot be implemented, we recommend that:

1. Schools maintain copies of the documents used to prove residency; and
2. The Chartering Authorities conduct periodic audits of the residency files to ensure compliance with the residency verification rules.

We also suggest that the charter schools request the parent's social security number for the purpose of automating the residency verification process by matching the number with other District of Columbia databases. Parents would be asked to provide this information on a voluntary basis; however, it is believed that most will comply in order to reduce the burden of having to produce residency documentation annually. For those who refuse to provide this information, residency would be verified through the current process; however, the process would be strengthened if the verification were performed by an independent party.



Establish Policies for Accepting Non-Resident Students

There are currently no policies that govern charter schools accepting students who are not District residents, other than the requirement that tuition be paid. In addition, there are no documented procedures for reporting students for whom tuition has been assessed in order to ensure that they are not funded by the District.

Charter schools were established to provide the residents of the District with schooling alternatives. Therefore, District residents should have admission priority over non-resident students. As mentioned previously, Roots PCS currently has four non-resident, tuition paying students enrolled. There is no evidence that these students are not properly enrolled; however, it has highlighted the fact that there is a need for a documented policy to address, among other things:

- Under what circumstances charter schools may enroll non-resident students;
- Whether District students have priority;
- Whether District students on a waiting list should replace non-resident students; and
- The procedures for reporting students for whom tuition is assessed.

Proof of Residency Missing for Some Enrolled Students

Of the 15,497 students included in TCBA's enrollment count of students in pre-school, pre-kindergarten, kindergarten, grades 1-12, and non-grade level programs in public charter schools, the residency status of 155 students was classified as "not verified". In some cases, Residency Forms were on file but missing vital information, such as the check-off for the required proof or the school official's signature. Students for whom adequate documentation was not provided during the resolution process remained as "Not Verified".

Policy Not Adhered to for Withdrawing Students

The guidelines require that students for whom the required proofs of residency are not obtained prior to the official membership date, or within 10 days after enrollment, be withdrawn from school and excluded from the count. In our initial review, we found several hundred students for whom the Residency Form lacked the proper number of proofs or had not been completed. Therefore, under the guidelines, these students should have been withdrawn.

Attendance

More consistency in attendance reporting within public charter schools would be advantageous to avoid confusion and misinterpretation of data. Standards would provide a control for properly documenting student attendance. We recognize that as individual local education agencies (LEAs), charter schools establish their own policies and procedures. However, we noted repeated instances of inconsistency within a school. It was even not unusual to see teachers being inconsistent in their own attendance documentation.

An accurate enrollment count is necessary for funding. While a census-type audit is currently mandated, one objective is to be able to modify the audit to place more reliance on the information systems. In order for this approach to be successful, controls would have to be in place and operating to ensure data integrity. Such controls would include standardization of procedures, automated attendance tracking, and periodic auditing of attendance records. Presently, the BOE charter schools are in the process of implementing the STARS system and the PCSB schools are implementing their own student information system. Along with implementation of these systems, we



urge development of standard practices and controls.

In addition, we recommend that the Chartering Authorities explore the possibility of attendance being taken on-line in the classroom. This would eliminate manual error and duplication of effort.

Students Absent on the Day of the Count

Absenteeism continues to be high in some of the schools. The public charter schools have adopted DCPS policy to withdraw any student who is absent for 20 consecutive days. However, our findings indicate that this policy was not always complied with.

Table 3 summarizes the absentee rate for schools on the day that we performed the student counts.

	Total in Enrollment Data	Absent on the Day of the Count	Percentage
BOE	4,057	705	17%
PCSB	11,782	1,691	14%
Total Charter Schools	15,839	2,396	15%

Table 3: Absenteeism Rates

Note: Absentee rates are based on the Enrollment Data as provided rather than the final census

Attendance Exception Based

Some of the attendance tracking systems are exception-based, that is, only days when a student is other than "Present" are captured. Therefore, if a student has perfect attendance, the attendance record will be blank. This does not provide the schools with adequate information to monitor attendance. For instance, a blank record could

indicate that the student was never included on any attendance rosters (not assigned a count location) or that the student was a "no-show". Accuracy of attendance data is absolutely necessary in determining whether a student is actually enrolled at a given school.

Students Enrolled in More Than One School

Duplicate students, i.e. students reported as enrolled at more than one school, will continue to be a problem so long as public charter schools and DCPS are not on an integrated system. Inaccurate data, misspellings, etc. compound the difficulty in identifying duplicate students. Upon combining the enrollment rosters provided by the public charter schools and the DCPS enrollment data, we found the following duplicate records (not mutually exclusive):

- 4,177 students with matching names, i.e., at least 2 students have exactly the same name;
- 983 students with matching student ID numbers; and
- 234 students with a combination of matching name and date of birth.



In conducting the census, we had to determine, to the extent possible, those students from the above populations who were in fact the same student being shown as enrolled at two or more different schools. Because enrollment and withdrawal dates do not always reflect the actual dates that a student began and stopped attending a school, the attendance records are the primary source for determining which school a student attended at a particular date. However, because of inaccuracies in the attendance records, compounded by some attendance records being exception based, it is possible for students to appear to be attending two different schools.

Student ID Numbers not Properly Assigned

Of the 983 students with matching Student ID numbers, we determined that 512 were, in fact, different people. The public charter schools have made significant improvements over the past few years in obtaining DCPS student ID numbers; however, it seems that incorrect numbers are being assigned. The 512 students include students who appear to have been assigned a DCPS number already assigned to another student and students assigned the same number by the same charter school.

Students not Withdrawn for Excessive Absence

Aside from the role that attendance plays in student performance, there are funding issues. District policy requires that students absent for 20 consecutive days be withdrawn. This policy is not enforced because, in part, attendance records may not be providing a true record of absences. Students are being carried in enrollment who have actually transferred to other schools. Of the 2,396 students absent on the day of the count, we determined that 308 were not enrolled on October 7th, either because they were found to have withdrawn

(or stopped attending) prior to October 7th, were found to be attending another school, or attendance documentation, if provided, did not provide clear evidence of enrollment. In the absence of a consolidated student information system, there is currently no means for detecting students who transfer to another school. When we combined the DCPS enrollment records with the enrollment rosters provided by the public charter schools, we identified over 260 pairs of students listed as enrolled in both DCPS and public charter schools or two charter schools.

Withdrawal and Transfer Dates not Accurate

The student population is transient. As a result, student records at any given point in time will have a degree of inaccuracy. To some extent, these inaccuracies are not errors on the part of the school staff. One contributing factor to the differences noted between the Reported Enrollment and the Audited Enrollment as of October 7, is the fact that the audit is conducted subsequent to October 7. Therefore, the audit has the benefit of information not available to the school. Frequently, a student will be absent for some number of days before the parent officially withdraws the student. In some cases, the student is never officially withdrawn but is dropped from the roster after excessive absences. In either case, the school may not have enough information on October 7 to know that the student will not be returning.

Because the objective of the audit is to determine the number of students enrolled as of October 7, we consider subsequent information to make that determination. Because the audit has access to the enrollment records for all District public schools, we are able to determine if a student had, in fact, withdrawn or transferred prior to October 7.



Several instances were noted where a student's withdrawal form was altered to make it appear that the date of withdrawal or transfer was after October 7. We also found numerous instances of students being withdrawn within days of October 7, many transferring to Maryland schools. We recommend that the Chartering Authorities review these transfers to determine which of these students may not have been District residents as of October 7.

Special Education

Under the Uniform Per Student Funding Formula (UPSFF), the funding level for special education is based on weekly service hours. It should be noted that the UPSFF was amended in 2004, as shown:

Funding Level	Weekly Service Hours
Level 1	Less than 6 hours
Level 2	> 6 hours and <= 15 hours
Level 3	More than 15 hours
Level 4	Separate School
Level 5	Residential

Previous Funding Formula

Individual Education Plan Recommendations

Training and written policies are needed regarding preparation of IEPs. These policies should include guidelines for:

- calculating the number of weekly services hours
- showing hours in the General Education Setting
- updating IEPs for transfer students, both another DCPS school, a charter school, or an out-of-state school

- amending, modifying, and correcting IEPs
- obtaining parental approval

We noted a number of instances in which the hours of service included a minimal number of hours, *e.g.*, 30 minutes per month, of counseling which caused the total hours to reach the next highest funding level. These may be proper assessments that happen to coincide with the funding level breakpoints, but it may be an area for review.

System Maintenance

In past audits reports, we have cited the need for a central system to consolidate information regarding students attending public charter schools

Funding Level	Weekly Service Hours
Level 1	8 hours or less
Level 2	> 8 hours and <= 16 hours
Level 3	> 16 hours and <= 24 hours
Level 4	> 24 hours
Level 5	Residential

Current Funding Formula

and/or combining that information with DCPS. Information concerning students in the District is fragmented between those attending DCPS and those attending individual public charter schools. Because there is no comprehensive system incorporating the public charter school students, the District continues to have no means to track and monitor all of the students served by the District. This impacts the District's ability to determine a true enrollment number, including special education students and English Language Learners; a school's ability to know whether a transferring stu-



dent requires special education or language services; and a school's ability to schedule a transferring student appropriately.

A system that consolidates the public charter schools and DCPS would facilitate District-wide reporting, track student enrollment and enrollment changes, and minimize the risk that students are counted as "enrolled" in more than one school. DCPS has begun to convert its schools to the STARS student information system. The BOE charter schools are also in the process of converting to the STARS system. However, these records are not currently integrated. Integration of the systems will greatly improve the consistency and availability of information. We also understand that the PCSB is in the process of implementing a new system to be used by all of its schools for tracking student information. Having the public charter schools move to a uniform system is a major step toward more reliable enrollment information. The next step should be to explore the possibility of integrating the systems.

Discrepancies Exist Between Automated and Manual Attendance Records

We noted many discrepancies between the attendance information in a school's automated attendance records and the teacher's attendance cards. These discrepancies include instances where critical dates had been altered (either erased and left blank or replaced with tardy) on some attendance cards. Also, in a few instances, we received two teachers' attendance cards for the same student with significantly different information. Several schools also provided blank attendance cards for students.

Administrative Practices

Non-Standard Administrative Policies or Procedures

There are no standard administrative policies and procedures for public charter schools. While each charter school is unique, the administrative policies and procedures should be uniform to avoid critical decisions being resolved on a school-by-school basis and resulting in possible conflicts. Consistent administrative procedures among charter schools is highly encouraged in the following areas:

- Enrollment: Not all schools include the enrollment date on the school forms. This information is critical for accurate system documentation. In reviewing the enrollment and residency documentation, we noted inconsistencies in the dates that are used. In order to maintain the integrity of the documentation, all forms should be accurately dated.

We understand that parents "school shop", *i.e.*, apply for admission in multiple schools. Therefore, it is possible to have multiple admission forms all dated before October 7. The actual day the student starts attending classes at a particular school should be recorded.

- Admission: Some schools were inconsistent with the date entered in the system. Some used the date the student enters/starts, the first day of school, or the date the application was completed/submitted. Ideally, it should be the date the child started the school year at a particular school, but this is not always the case.



- **Withdrawal:** As with admission dates, there is no consistency in the date used as the withdrawal date. Often, the school does not know that a student has withdrawn; he or she simply stops attending. Because of the significant number of students reported as enrolled in more than one school, accurate withdrawal dates are necessary to determine where the student is enrolled at a particular date. We suggest that charter schools record two dates - the student's last date of attendance and the date that the withdrawal was processed. This would eliminate the confusion regarding the definition of withdrawal date.
- **Attendance:** There are many inconsistencies in the attendance process, such as how often attendance is taken, how attendance is documented (slashes, blanks, letters, dates, check marks), the policy for withdrawing students with repeated absences, the process for documenting transfers/withdrawals, the date used for transfers/withdrawals and updates to the enrollment system. As stated earlier, we found that not all schools follow or enforce the 20-day rule for withdrawal.

Students Enrolled in Multiple Programs

The Uniform Per Student Funding Formula provides the definitions for determining the annual payments to public charter schools and the DCPS for the funding of students in adult education programs and ungraded students in high school programs. However, it does not address students who attend multiple programs. This affects the Booker T. Washington Public Charter School. Currently, students who attend a day school program and an

evening program are included in the enrollment count of only the day school. We recommend that the SEO review the policies regarding funding for students in multiple programs to ensure funding is fairly dispersed.

Following are examples of documents provided by the schools that demonstrate the attendance recordation problems discussed above, as well as other document integrity issues. These are only a few of the many examples we have seen of inconsistent and modified documents. They are meant to be illustrative of system-wide issues. Names of students are not shown, but each example is for a particular student.



Attendance records for the same student at a DCPS school and a charter school.

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL DAYS ABSENT	
SEPTEMBER																																	
OCTOBER					X	X	X	X	X																								4
NOVEMBER	X																			X												2	
DECEMBER																																	
JANUARY																																	
FEBRUARY																																	
MARCH																																	
APRIL																																	
MAY																																	
JUNE																																	

DCPS

13	Thursday	09-16-2004	1.00	NON-MEMBER					
14	Friday	09-17-2004	1.00	NON-MEMBER					
15	Monday	09-20-2004	1.00	NON-MEMBER					
16	Tuesday	09-21-2004	1.00	NON-MEMBER					
17	Wednesday	09-22-2004	1.00	NON-MEMBER					
18	Thursday	09-23-2004	1.00	NON-MEMBER					
19	Friday	09-24-2004	1.00	NON-MEMBER					
20	Monday	09-27-2004	1.00	NON-MEMBER					
21	Tuesday	09-28-2004	1.00	NON-MEMBER					
22	Wednesday	09-29-2004	1.00	NON-MEMBER					
23	Thursday	09-30-2004	1.00	PRESENT*			ENTRY CODE 1	← Admitted	
24	Friday	10-01-2004	1.00	TARDY EX					
25	Monday	10-04-2004	1.00	PRESENT*			HR		
26	Tuesday	10-05-2004	1.00	PRESENT*					
27	Wednesday	10-06-2004	1.00	PRESENT*					
28	Thursday	10-07-2004	1.00	PRESENT*					
29	Friday	10-08-2004	1.00	PRESENT*					
30	Tuesday	10-12-2004	1.00	PRESENT*					
31	Wednesday	10-13-2004	1.00	PRESENT*					
32	Thursday	10-14-2004	1.00	ABSENCE EX					
33	Friday	10-15-2004	1.00	PRESENT*					
34	Monday	10-18-2004	1.00	PRESENT*					
35	Tuesday	10-19-2004	1.00	PRESENT*					
36	Wednesday	10-20-2004	1.00	TARDY			8:08		
37	Thursday	10-21-2004	1.00	PRESENT*					
38	Friday	10-22-2004	1.00	PRESENT*					
39	Monday	10-25-2004	1.00	PRESENT*					
40	Tuesday	10-26-2004	1.00	PRESENT*					
41	Wednesday	10-27-2004	1.00	PRESENT*					
42	Thursday	10-28-2004	1.00	PRESENT*					
43	Friday	10-29-2004	1.00	PRESENT*					
44	Monday	11-01-2004	1.00	PRESENT*					
45	Tuesday	11-02-2004	1.00	PRESENT*					
46	Wednesday	11-03-2004	1.00	PRESENT*					
47	Thursday	11-04-2004	1.00	PRESENT*					
48	Friday	11-05-2004	1.00	PRESENT*					
49	Monday	11-08-2004	1.00	PRESENT*					
50	Tuesday	11-09-2004	1.00	TARDY					
51	Wednesday	11-10-2004	1.00	ABSENT			HR		
52	Friday	11-12-2004	1.00	PRESENT*					
53	Monday	11-15-2004	1.00	TARDY					
54	Tuesday	11-16-2004	1.00	PRESENT*			HR		
55	Wednesday	11-17-2004	1.00	PRESENT*					
56	Thursday	11-18-2004	1.00	PRESENT*					
57	Friday	11-19-2004	1.00	TARDY					
58	Tuesday	11-23-2004	1.00	PRESENT*			HR		
59	Wednesday	11-24-2004	1.00	PRESENT*					
60	Monday	11-29-2004	1.00	PRESENT*					
61	Tuesday	11-30-2004	1.00	PRESENT*					
62	Wednesday	12-01-2004	1.00	PRESENT*					
63	Thursday	12-02-2004	1.00	PRESENT*					
64	Friday	12-03-2004	1.00	PRESENT*					
65	Monday	12-06-2004	1.00	PRESENT*					
66	Tuesday	12-07-2004	1.00	TARDY			HR		

Charter



Attendance records from two different charter schools for the same student.

Previous School Attended: Edison

Week of:

10/4/04 - 10/8/04	-	-	P	P	P
10/11/04 - 10/15/04		AB	P	P	T
10/18/04 - 10/22/04	P	A	P	T	T
10/25/04 - 10/29/04	P	P	P	P	T

Enrollment form for this charter school shows that student came from Edison. Attendance record shows student attending during the period 10/4/04 - 10/29/04.

DATE	MON	TUE	WED	THU	FRI	DATE	MON	TUE	WED	THU	FRI
08/23/04	NE	NE	NE	NE	NE	08/30/04	NE	NE	NE	NE	NE
09/06/04	NE	NE	NE	NE	NE	09/13/04	NE	NE	NE	NE	NE
09/20/04	NE					09/27/04					
10/04/04	UNX	UNX			UNX	10/11/04	HOL	UNV	UNV		
10/18/04			UNX			10/25/04			TDY		

Attendance record from Edison is exception-based and also shows student attending during the period 10/4/04 - 10/29/04.



Teacher's record differs with system record.

SEPT							OCTOBER								
20	21	22	23	24	25	26	4	5	6	7	8	11	12	13	14
M	T	W	T	F	M	T	M	T	W	T	F	M	T	W	T
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

Teacher's attendance record shows the student as a "No Show" - absent every day from 9/20/04.

09/20/04 (A)		UA							UA	
09/21/04 (B)		UA								
09/22/04 (A)									UA	
09/23/04 (B)		UA								UA
09/24/04 (A)		UA								
09/27/04 (B)		UA								
09/28/04 (A)		UA		UA					UA	
09/29/04 (B)		UA								
09/30/04 (A)		UA								
10/01/04 (B)		UA	UA							
10/04/04 (A)		UA	UA						UA	UA
10/05/04 (B)				UA	UA					
10/06/04 (A)									UA	UA
10/07/04 (B)		UA	UA						UA	UA
10/08/04 (A)		UA	UA	UA	UA					
10/11/04	HOL	HOL	HOL	HOL	HOL	HOL	HOL	HOL	HOL	HOL
10/12/04 (B)		UA	UA						UA	UA
10/13/04 (A)				UA	UA				UA	UA
10/14/04 (B)	UA	UA	UA	UA	UA	UA	UA		UA	UA
10/15/04 (A)	UA	UA	UA	UA	UA	UA	UA		UA	UA
10/18/04 (B)	UA	UA	UA	UA	UA	UA	UA		UA	UA
10/19/04 (A)	UA	UA	UA	UA	UA	UA	UA		UA	UA

System record shows student attending between 9/20/04 and 10/13/04, primarily missing only first period.



Principal advised that the student was a "No Show", which conflicts with the attendance record.

08/30/04	NE	NE	NE	NE	NE	09/06/04	NE				
09/13/04						09/20/04					
09/27/04					TDY	10/04/04					
10/11/04	HOL					10/18/04					
10/25/04				TDY		11/01/04		HOL			
11/08/04				HOL		11/15/04					



Inconsistent method for recording attendance used by the same teacher in the same classroom.

Oct. 2004												
P	P	P	P	P	P	P	P	P	P	P	P	26
P	P	P	P	P	P	P	P	P	P	P	P	27
P	P	P	P	P	P	P	P	P	P	P	P	28
P	P	P	P	P	P	P	P	P	P	P	P	29
P	P	P	P	P	P	P	P	P	P	P	P	30

Nov. 2004												
												6
												7
												8
C												9
												10



Same Withdrawal Form for the same student from the file at two different schools. The date was altered by one school to appear that the student withdrew after 10/7/04.

Withdrawal Form

- Date: 10-05-04

Withdrawal Form

- Date: 10-08-04



GLOSSARY

Absent - Not in attendance on the day of the count. Students arriving during the physical count were not recorded as absent.

Audit Period - The census-type audit was conducted between October 7, 2004 and December 30, 2004, including the resolution period.

Census-type Audit - Determination of: the number of students enrolled in pre-school, pre-kindergarten, kindergarten, grades 1 through 12, and non-grade level programs in public charter schools; the number of students who are District residents; the number of tuition-paying non-resident students; and the number of special education and English minority students as of October 7, 2004, based upon a physical headcount of students and review of applicable student records. This was not an audit conducted in accordance with generally accepted auditing standards.

Chartering Authorities - D.C. Board of Education (BOE) and D.C. Public Charter School Board (PCSB)

Count Location - Where a student is scheduled at the time of the physical audit count.

Enrollment Classifications - For purpose of the audit, students were classified as:

Enrolled - A student was included in the enrollment count if he or she was:

- In the October 7, 2004, enrollment data and present during the physical count;
- In the October 7, 2004, enrollment data and absent on the day of the physical count but documentation provided evidence of enrollment and attendance; or

- Not in the October 7, 2004, enrollment data but present during the count, and documentation provided evidence of enrollment on October 7.

Not Enrolled - A student was in the October 7, 2004, enrollment data, but documentation provided showed evidence that the student had withdrawn or stopped attending or adequate documentation was not provided.

Enrollment Date - All data presented in this report is as of October 7, 2004.

LEP/NEP - Limited English Proficiency/No English Proficiency

Residency Classifications -

Verified - During the initial on-site file review, the student had a completed District Residency Verification Form, or applicable waiver, on file that had been properly approved. Otherwise, adequate proof of residency was provided during the resolution period.

Not Verified - There was no District Residency Verification Form on file or the form was incomplete, and adequate proof was not provided during the resolution period.

Resident Student - A student enrolled in a public charter school who is 1) a minor whose parent, guardian, or other primary caregiver resides in the District of Columbia or 2) an adult who resides in the District of Columbia.



Residency Verification Rules - Rules for establishing residency verification requirements for public schools and public charter schools, as issued by the State Education Office and included in the 2004 Budget Support Act for Fiscal Year 2005.

Resolution Period - Period after completion of the headcount and file reviews during which principals were provided an opportunity to resolve any outstanding issues.

STARS - Students Tracking and Reporting System.

Weekly Service Hours - The number of hours of specialized education provided to a student each week in accordance with the Individual Education Plan (IEP).



ATTACHMENTS

1. Summary of Audited Enrollment by School Type and Grade.
2. Audited Enrollment by School and Grade
3. Summary by School Type and Grade: Audited Enrollment vs. Reported Enrollment
4. Summary by School and Grade: Audited Enrollment vs. Reported Enrollment
5. Summary of Students for Whom Enrollment and Residency were Verified By School Type and Grade
6. Summary of Students for Whom Enrollment and Residency were Verified By School and Grade
7. Summary of Students for Whom Enrollment and Residency were Verified by School Type and Grade: Audited Enrollment vs. Reported Enrollment
8. Summary of Students for Whom Enrollment and Residency were Verified by School and Grade: Audited Enrollment vs. Reported Enrollment
9. Summary of Residency Verification by School
10. Summary of Students with IEPs, Including Students for Whom Residency was not Verified
11. Summary of LEP/NEP Students, including Students for Whom Residency was not Verified
12. Summary of Students with IEPs for Whom Enrollment and Residency were Verified
13. Summary of LEP/NEP Students for whom Enrollment and Residency were Verified